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ABSTRACT

This directory has three major sections. The foreword is a brief essay describing the purpose of the Teachers' Centers Exchange, the "network" of teachers' centers, and the reasons for compiling and publishing this directory. The second section gives descriptions of 78 teachers' centers in the Exchange's network. These descriptions highlight each center's program, resources, staff, setting, participation, fees and credit, affiliation, support, decision making, origin, and printed information about the center. The third major section is a list of curriculum publications and materials produced by center staffs or by teachers who work closely with centers. The list is annotated and organized by type of publication (e.g., newsletters and journals) or by curriculum area. The materials listed are available for purchase from the address given. (Authors/JD)

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Teachers' Centers Exchange Directory

Jeanne Lance
Ruth Kreitzman

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Note to Readers

This directory has three major sections. The foreword is a brief essay by Kathleen Devaney describing the purpose of the Teachers' Centers Exchange, the "network" of teachers' centers, and the reasons for compiling and publishing this directory.

The second section, which is the major section, gives descriptions of 78 teachers' centers in the Exchange's network. These descriptions, written by Jeanne Lance and Ruth Kreitzman, highlight each center's program, resources, staff, setting, participation, fees and credit, affiliation, support, decision making, origin, and printed information about the center. Over a period of several months, the authors consulted the centers directly about the information to be published, and checked its accuracy. The centers are arranged alphabetically by state, city, and name of center. We hope this will provide an easy way to locate center descriptions. Several other organizations, and people from former centers who are still part of the network, are also listed in the second section.

The third major section is a list of curriculum publications and materials produced by center staffs or by teachers who work closely with centers. This list includes materials examined by the compilers, Gretchen Thomas and Marda Woodbury, who also annotated each item. The list is organized by type of publication (e.g., newsletters and journals) or by curriculum area. The materials listed are available for purchase from the address given.

We hope this book will be useful to already established centers, people planning to start centers, and others who are interested.

A companion volume, *Essays on Teachers' Centers*, edited by Kathleen Devaney, is in press. It contains twelve essays by educators closely concerned with teachers' centers and issues in inservice education.

If you are interested in planning a teachers' center, already participating in one, or require any kind of information, we would like to hear from you. Contact Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103. Phones: (415) 565-3101 or 565-3095.

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STANLEY CHU

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Foreword

This is a directory of teachers' centers and similar inservice programs which are in communication with the Teachers' Centers Exchange at Far West Laboratory for Educational Research and Development in San Francisco. The Exchange is an information, referral, and assistance agency for and about teachers' centers. Unquestionably, many more American teachers' centers exist than those described in this directory. One purpose of this directory, in fact, is to help bring us into contact with other centers which may later be added to an updated edition. A second purpose is to provide details about experienced programs to people who seek ideas and help in designing and building a new form of inservice. This directory is an expansion of our 1975 book, *Exploring Teachers' Centers*, now out of print but available in ERIC (ED 107 601).

A third purpose for the directory is to display the teachers' centers "network." We observe this network functioning as an alternative system of spreading the word and sharing expertise about an alternative style of inservice. We are gaining experience of how a naturally formed, interactive network functions, and what organized assistance can be injected to help it expand with integrity. These are the reasons why the Exchange is supported by the National Institute of Education's Group on School Capacity for Problem Solving. The Rockefeller Brothers Fund and the Ford Foundation also contribute monies to the Exchange.

We say that the network of teachers' centers is "naturally formed" and "interactive" as a way of calling attention to the information, technical assistance, and curriculum resources that the network "nodes" create together by communication and mutual assistance. By no means do all the programs listed in this book communicate with all the others described here. But every center is linked to at least one other center (and often to several other centers), as well as to the Exchange. All possess, to greater or lesser degrees, some experience of requesting information and expertise from people whose judgment and experience are trusted because of shared ideas and goals, and, in return, of giving help freely to inquirers, both old and new acquaintances.

The criterion, then, for inclusion within this directory has to do with the commonalities of educational belief and practice which allow strangers to initiate requests, learn from, and energize each other. In nearly five years of closely observing teachers' centers, we have sorted out the following basic commonalities:

- Teachers' centers respond to teachers' own definitions of their continuing learning needs by offering assistance and instruction that help

teachers enrich and activate the learning experience of the children in their classrooms.

- Centers provide an environment where teachers may come to work on materials or projects for their classrooms, receive instruction individually and together, and teach and encourage each other; and/or
- Centers advise and assist teachers in their schools, working in the spirit of finding the teachers' own starting points for improvement.
- Centers urge teachers to take more, not less, responsibility for curriculum and instruction decisions in the school and the classroom; they encourage teachers to participate in the design of professional development programs.

If the reader practices or envisions similar approaches to inservice education, the directory may be useful in locating help. If not, other information sources may prove more productive. In any event, the above statement of commonalities should not be taken as dogma; belief evolves with experience. Nor should the descriptions of centers be taken as permanent; programs evolve, depending upon their leadership, followership, sponsorship, funding, successes, and failures. The physical design of the book is thus flexible. The pages are punched, and the binding is removable, so that the book can be taken apart and tucked into a binder which can accommodate later insertions of corrected and additional entries. Alternatively, the book may be left intact and used as a reference.

The directory entries are written according to a common format. This is intended to help readers who are thinking about their own real or intended programs to make comparisons and select ideas rather than adopt whole "models." There is a wide variety among centers: some are full-fledged and long-experienced, others have barely begun; some are comprehensive inservice schemes, but many are focused programs aiming to serve a defined and limited group of teachers; some serve only one specific need of teachers, such as for math curriculum or for a raw materials resource for curriculum-making; some centers are for teachers only, others define "teachers" as parents, community people, or anyone from whom children learn; some are school-district (or multi-district) based; others are university-based, and still others are independent, nonprofit organizations. All the programs, in our judgment, possess some nugget of idea that has been worked out with at least a modicum of success. The programs, thus, have the power to stimulate and energize others—not to copy or "adopt," but to improvise, adapt, and in the process invent their own.

A final word about recurrent, possibly puzzling terms:

"Advisor" is a teacher of teachers who offers help and new ideas in curriculum, method, and classroom organization at the school site. Giving group workshops to introduce new curriculum, convening seminars to discuss teaching problems and theory, and at the teacher's invitation, working alongside the teacher in the classroom, the advisor does not evaluate or supervise the teacher but encourages, acts as a model, constructively criticizes, and stimulates thought.

"Cardboard carpentry" is a technique using heavy triwall cardboard to build classroom tables, shelving, and apparatus for children's science and math experiments. "Triwall" is valued not only for expanding the physical possibilities of the classroom but it also provides basic construction experience and insight into the child's learning process. Children, of course, can also work with it.

"Make-and-take" is an activity in which teachers are given models and raw materials for making curriculum aids, learning devices, and games for use in the classroom. They receive instruction in how to make the materials and in how to teach with them.

"Recycle" refers to reclaiming industrial and household scrounge materials for use in the classroom. The process encompasses selecting, soliciting, and collecting materials with implicit educational uses; designing products for classroom use that incorporate recycle items; storehousing scrounge materials and offering them free or for a small fee to teachers who are teaching other teachers how to make and use products that incorporate recycle items.



Describing Centers

**THE CENTER FOR OPEN LEARNING
AND TEACHING, INC.**

Mailing Address:
P.O. Box 9434
Berkeley, California 94709

2520 Shattuck Avenue
Berkeley, California 94704

(415) 849-0544

Contact: Cynthia Brown

Hours: Monday through Wednesday, 1:30-5:30 (flexible).

Program: Classes and workshops are held for parents and teachers in developing and collecting multicultural curriculum materials, mainly for public and alternative schools and community education activities. The workshop program is very flexible: "Find six to eight people who want to join a workshop and we'll do it." Scheduled activities include drum-making, games-making, carpentry, math games, children's literature, and drop-in bookmaking sessions for adults and children.

One major activity of the Center is the development of learning materials by staff members. Publications and games, which are designed to be easy-to-learn but difficult-to-master interdisciplinary activities, are mainly for elementary schools and are adaptable to different grade levels.

Resources: Library and materials display, games, puzzles, bookbinding center, equipment and materials for woodworking (carpentry) and leather-working.

Staff: Center directors and working staff are Brenda Bay, Cynthia Brown, Herb Kohl, Ray Nitta, Sharon Nitta, Mike Orkin, Cindee Rodgers.

Setting: The Center is located in downtown Berkeley, in a renovated storefront with crafts shop, meeting space, loft area, and patio work area.

Participation: Teachers, parents, community people, local and national groups (such as the California Nutrition Education Project) participate on volunteer and release time.

Fees and Credit: Class and workshop fees vary, usually \$10-16 (for 6-10 sessions) plus cost of materials. Single workshop sessions are \$3.

Affiliation: Independent, nonprofit corporation.

Support: Tax-exempt corporation deriving income from foundations, donations, game and book sales, consultant fees, inservice training, class fees, and "Gamesmag" subscriptions.

Decision Making: Board of directors.

Origin: The Center was established in summer of 1972 by Herb Kohl, Cynthia Brown, and others as an alternative elementary teacher-credentialing program in conjunction with the University Without Walls, Berkeley.

In September 1973, as a result of a week-long summer workshop, the Center set up an experimental curriculum center in the Berkeley Unified School District. This Center was located in an elementary school bungalow and served teachers and their student teachers whom Kohl and Brown were advising in the alternative credentialing program, as well as parents, children, and school support staff. In fall 1975, the Center relocated in the current storefront.

Information: Catalogue.

"Gamesmag: A Newsletter for People Who Enjoy Games," edited by Herb Kohl and Mike Orkin, contributing editors Ray Nitta, Claudia Zaslavsky, and Bernie de Koven; \$6/9 issues.

TEACHER CENTER
Instructional Materials
Inservice Center (IMIC)
Room 7a
Barrett and Tassajara Avenues
El Cerrito, California 94530
(415) 234-3825, ext. 316

- Contact:** Masa Gin (Elementary Math/Science Consultant, Richmond Unified School District)
- Hours:** Tuesday, 3-5:30; Wednesday, 2-5:30; Friday, 1-5:30.
- Program:** The Teacher Center is "a place to make inexpensive math and science equipment, create new manipulatives, and share ideas and materials." The Center offers hands-on workshops on topics such as pinhole photography, building an abacus, math puzzles, and triwall. Make-and-take activities are emphasized, and Center participants are encouraged to build their own projects for the classroom and math lab. The Center is open on a drop-in basis for teachers and others to inspect sample projects and worksheets, collect ideas, pick up inexpensive materials, and receive assistance from Center math and science specialists.
- The Center sponsors a math/science lab at a nearby school. The lab uses Teacher Center manipulatives in all elementary grades; participants may go to the lab to observe how children respond to different tests and games.
- Resources:** Triwall tools and materials, woodshop with tools, cardboard games, scrounge center housing materials (some recycle), reproduction equipment.
- Staff:** David Stonerod, math consultant; Maury Gould, science consultant.
- Setting:** A classroom and a portable modular unit, plus two storage rooms and the use of meeting rooms, in a school now used as a resource facility.
- Participation:** Preschool through high school teachers, school support staff, aides, and parents use the Center. Teachers participate on volunteer time.
- Fees and Credit:** No fees. District credit; graduate credit available through St. Mary's College.
- Affiliation:** Richmond Unified School District.
- Support:** National Science Foundation (through June 1977).
- Decision Making:** Richmond Unified School District, Division of Elementary Education.

Origin: The Center was initiated in 1973-74 by June Maberry and David Stonerod as a volunteer project which grew directly out of a summer class for teachers held at the Lawrence Hall of Science, University of California at Berkeley. In January 1977 the Richmond Unified School District assumed direction of the Center.

Information: Calendar; worksheets.

**THE TEACHER CENTER
HUMBOLDT EDUCATIONAL RESOURCE
CENTER (HERC)**

**2501 Cypress Avenue
Eureka, California 95501**

(707) 445-7747

-
- Director:** Helen Schober
- Hours:** Monday through Friday, 9-5:30; open 9-5 two Saturdays each month. Evening hours may be arranged.
- Program:** Workshops may be sponsored by any county school office, initiated by teacher groups, or by the Center. All schools are encouraged to hold one staff meeting at the Center, at which time teachers are oriented to the Center's uses. Teachers and aides are free to borrow curricular materials, make games, share ideas and suggestions, or consult with staff on a drop-in basis. Teachers also attend on inservice days for games-making and other activities. The Center is part of HERC, which also includes a film center and the county schools library.
- Resources:** Resource room houses collections of materials: elementary textbook display, professional library, environmental education collection, Native American education collection and special education collection. It is also used as a meeting/conference room. Work room has materials and patterns for games and other learning devices, two laminators, drymount press, thermofax, tape duplicating and recording systems and videotaping equipment, microfiche reader, collator, Leteron, Ektographic printmaker, projectors, darkroom.
- Staff:** Director (Helen Schober), curriculum resource specialist (Helen Macpherson), part-time clerical assistance.
- Setting:** Two adjoining rooms located in the Glen W. Paul Center for Exceptional Children on the outskirts of Eureka. The film center of HERC is also located at the Glen Paul site. The county schools library is housed in the Carnegie library building in downtown Eureka. Eureka is located on the coast in northern California, near the Oregon border.
- Participation:** Teachers, mostly K-8, aides, and student teachers in the Humboldt County Schools (86 schools) use the Center primarily on volunteer time, but also on some release time. The Center is also available to Del Norte County teachers. Some materials are available to persons outside the education field.
- Fees and Credit:** No charge is made for use of facilities, machines or tools. Participants pay for game patterns and the materials for constructing learning devices. Schools may set up charge accounts. Groups sponsoring workshops at the

Center sometimes arrange credit through Humboldt State University or other colleges.

**Affiliation
and Support:**

Office of the Humboldt County Superintendent of Schools.

**Decision
Making:**

Central Education Department of Humboldt County Schools, plus staff.

Origin:

The Center started in the summer of 1975 with the assistance of Charlene Thomas, employed by the county schools' office.

**LONG BEACH MATHEMATICS
TEACHER CENTER**

**Kettering Elementary School
550 Silvera Avenue
Long Beach, California 90814
(213) 430-7500**

- Contact:** Linda Harvey
- Hours:** During workshops or by arrangement
- Program:** Occasional workshops in four- to six-week cycles are held on Mondays and Tuesdays after school. These workshops cover mostly mathematics topics, such as metrics, graphing, and "hardware" (pegboards, geoblocks, and Cuisenaire rods). A "math magic" course on integrating mathematics and reading, and discussion programs on classroom organization are also held.
- Resources:** Workshop leaders loan materials for workshops, or participants bring their own. Some contributions from publishers.
- Staff:** District math resource teachers and classroom teachers volunteer.
- Setting:** Classroom in elementary school, on the east side of the city near Long Beach State University.
- Participation:** Elementary teachers from Long Beach School District volunteer their time.
- Fees and Credit:** None.
- Affiliation:** Long Beach Unified School District and Long Beach Mathematics Teachers' Association, an affiliate of the National Association of Mathematics Teachers.
- Support:** School district provides classroom and furnishings; math teachers' association sponsors printing costs for flyers.
- Decision Making:** Long Beach Mathematics Teachers' Association officers.
- Origin:** After a 1974 mathematics conference, local mathematics resource teachers felt the need for inservice between conferences.
- Information:** Flyers.

OPEN SPACE ENVIRONMENTAL
TEACHER CENTER
Administration Building, Room 203
Immaculate Heart College
2021 Northwestern Avenue
Los Angeles, California 90027
(213) 462-2360

Director: Harriet Cohen

Hours: Monday, Wednesday, and Thursday, 3:30-7. Center often open at other times.

Program: "Feed a teacher, nourish a child. . . . Education should be aimed at mental freedom. Let's try open hearts and open minds." The Center has an "energizing effect on people. The human interaction element is crucial. It's a 'possibilities' center where people can look at old things through new eyes, and is flexible in its ability to meet immediate needs since it's not locked into a format."

The Center offers afternoon, evening, and occasional Saturday workshops and advisory service in informal education and other areas where need is indicated. The Center, which is planning new program areas, may develop models for magnet schools and for "pairing" of schools (desegregation), and workshops for planned change in the schools.

The Center is open for drop-in use of materials, library use, or hands-on projects. Staff are available to consult with teachers on environmental projects, arts and crafts, social studies, early childhood education, and community relations. Staff go to schools on request to consult or provide activities.

The Center will offer Immaculate Heart education students a site for internships and field studies activities (especially in informal and environmental education).

Resources: Loft with library (materials ranging from informal education to model of spaceship), games center, extensive environmental and informal education files, laminating machine, copy machine.

Staff: Full-time: coordinator (Harriet Cohen); arts and crafts coordinator. Part-time: special resources/teacher consultant; social studies specialist; early childhood education advisor. Volunteer office manager. Currently, staff receive minimum payment while the Center seeks additional funding.

Setting: One large classroom in the administration building of Immaculate Heart College, situated high in the Hollywood Hills.

- Participation:** Mostly Los Angeles area public elementary teachers, who participate on both volunteer and release time. Also private school teachers, aides, parents, volunteers, administrators, and school support staff from the Los Angeles area.
- Fees and Credit:** Membership costing \$15 per year entitles members to some free workshops. Nonmembers pay small workshop fee. Los Angeles School District inservice credit is available for workshops and costs \$30 for 16 contact hours (earns one salary point credit). Undergraduate and graduate credit available through Immaculate Heart College.
- Affiliation:** Nonprofit educational development corporation working in close cooperation with Immaculate Heart College and the Los Angeles School District.
- Support:** Contract with Los Angeles School District. Income from workshops and consultation fees (schools, faculties, individuals). Some support from other school districts and donations of goods and money. Immaculate Heart College provides housing.
- Decision Making:** The Center uses an informal decision-making process. Staff make day-to-day decisions. An advisory board of ten, and teachers who give or take classes in the Center, provide input into long-term planning and Center direction.
- Origin:** Teachers and parents concerned about public education started the Center in 1973. It was funded by an ESEA Title III grant (which lasted until June 1976) to the Los Angeles School District. The Center moved to Immaculate Heart College in December 1976.
- Information:** Newsletter/calendar.

**THE TEACHERS' CENTER/
CHILDREN'S APOLLO WING**

**Archdiocese of San Francisco
324 Middlefield Road
Menlo Park, California 94025**

(415) 326-0267

Director: Shirley Bockrath

Hours: Monday through Thursday, 10-5.

Program: The Center offers after-school, evening, and occasional Saturday workshops and mini-workshops in all subject areas involving hands-on experience, making materials/aids for the classroom, or focusing on how to develop "contracts" for learning with individual students. A summer workshop series concentrates on "personalized" instruction (meeting students' individual needs).

The Center is open on a drop-in basis for consultation, to get ideas, make things, or to play two- or three-person games; to preview state-adopted texts and support materials, and publishers' kits for individualizing instruction; and to examine models of teacher-developed contracts. It helps teachers make low-cost curriculum aids or adapt existing materials. It also provides extensive in-school consultant work advising teachers or setting up inservice workshops. Faculties from Archdiocese schools have a minimum of one inservice day per year to come to the Center.

During school time, second-, fifth-, and seventh-grade classes come with their teachers to work in the Apollo Wing. Eleven different learning centers (science, mathematics, social studies) are set up in a long hallway, and children have the opportunity at each visit to work in four centers in three- or four-person groups. The Apollo Wing is a training experience for teachers in how to organize large groups of children into personalized or small-group activities. The learning centers also offer examples to teachers of how to organize space in their classrooms.

Resources: Professional library, idea books, all state-adopted texts plus supplementary materials, games, activities, workroom. Reproduction machine, typewriters, laminating machine, overhead projector, and access to most audiovisual equipment. The Apollo Wing houses learning centers (in mathematics, science, social studies, religion, sports).

Staff: Full-time director (Shirley Bockrath) and part-time assistant (Elizabeth Diether).

Setting: Large room (40' x 80' x 30' high) on ground floor of main St. Patrick's Seminary building. The Apollo Wing is located in an adjoining converted hallway. The 100-year-old Seminary is located on 83 acres in Menlo Park, about 30 miles south of San Francisco. The Center shares the building with the Archdiocese educational TV station.

- Participation:** Teachers attend mostly on volunteer time, and also on release time for their inservice day. Primarily for K-8 teachers, students, aides, interns, and administrators from 107 parochial schools in the Archdiocese of San Francisco (Marin, San Francisco, San Mateo, and Santa Clara Counties).
- Fees and Credit:** Fee generally \$2-4 per workshop for materials. Maximum cost for summer workshop series has been \$30 to date. Credit for certain workshops is arranged through the University of Santa Clara at additional cost.
- Affiliation and Support:** The Archdiocese of San Francisco. All Center equipment and furniture were donated by schools and businesses.
- Decision Making:** Shirley Bockrath and the Archdiocese Department of Education. Each school selects a teacher representative to the Center, and teachers give substantial input into its operation.
- Origin:** Monsignor Pierre DuMaine (superintendent) and Sister Claude Powers, P.V.B.M. (associate superintendent) hired Shirley Bockrath (a teacher in the Archdiocese) as a consultant to go to teachers and find out what kind of inservice support they wanted. The idea of a center was developed to serve the needs expressed by Archdiocese teachers. The Center opened in June 1971 with Shirley Bockrath as director. She developed the idea for the Children's Apollo Wing, which opened in October 1974.
- Information:** Calendar, brochure.

**CREATIVE TEACHING
CENTER**

1101 San Antonio Road
Mountain View, California 94043

(415) 968-1101

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- Director:** William Toel
- Hours:** Monday through Friday, 9-5; Saturday, 10-2.
- Program:** After-school and evening workshops focus on mathematics. Topics include measurement, metric cooking, and creating games for classroom use. Summer workshops and workshop series are offered in mathematics and other areas, such as working with gifted children, classroom organization, and strategy games. Different courses are taught for teachers of primary and intermediate grades. The Center runs a store where parents and teachers may buy products designed by Creative Publications and other American or foreign educational publishers.
- Resources:** Cardboard carpentry tools, xerox, laminating machines.
- Staff:** Bill Toel, director; Ann Roper, assistant director.
- Setting:** The Center is located in the midst of a new complex of one-story business offices along busy Highway 101, near Palo Alto, California. The building houses Creative Publications' product development offices, the store, and a large meeting/workshop room.
- Participation:** Elementary and secondary teachers from the entire San Francisco Bay Area participate on volunteer time. Also students, principals, parents, and aides.
- Fees and Credit:** Workshops average \$5 per session. Fees for summer workshops vary. Credit is available, at an extra cost of \$15 per semester unit, for courses, some workshops, and summer workshops through the University of Santa Clara. School districts occasionally cover costs of teacher attendance.
- Affiliation and Support:** Creative Publications (a commercial company that designs and distributes a large selection of active-learning materials for mathematics education).
- Decision Making:** Staff.
- Origin:** In 1972, company leaders of Creative Publications established the Center. They wanted teachers to be able to examine their publications firsthand, and also have the opportunity to learn techniques for using the publications.
- Information:** Newsletter/calendar. *Creative Publications Mathematics Curriculum Materials*, annual catalogue, published in February.

Mailing Address:
c/o Oakland Public Schools
1025 Second Avenue
Oakland, California 94606

TEACHER SHELTER
(Teachers' Active Learning Center—TALC)

314 East 10th Street
Oakland, California 94606

(415) 836-2622, ext. 878; 451-7741

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- Director:** Amity Buxton
- Hours:** Tuesday, 9-9; Wednesday, 9-6; Thursday, 12-7.
- Program:** The Center is a place for persons directly involved with teaching and learning to come together to re-energize, reflect, learn, study, consult, develop curriculum, and relax. In addition to individualized activities and services, the Center offers scheduled short-term and long-term workshops and seminars which are requested and/or planned by participants. Recent topics include Piaget, students' journals, triwall, metrics, assessment by observation, math and science of making musical instruments, making "empanadas," rug-making from scraps, and writing in subject areas.
- Resources:** Spaces for relaxing, talking, study, investigation, construction, active learning; books, journals, and science/math apparatus; interdisciplinary curriculum displays and learning centers for open, responsive teaching; industrial scrap materials; tools and equipment; communication center.
- Staff:** Amity Buxton and Roberta Davis, full-time; Gloria Robinson (instructional aide) and Diana Freeland (Center assistant), three-quarter time; part-time secretary.
- Setting:** Housed in a community college building now used as district curriculum and instruction resource center, one block from district administration offices on Second Avenue in Oakland. The Center is three blocks from the Oakland Museum and Lake Merritt Bart station.
- Participation:** Primarily teachers (elementary, secondary, and day-care) from public and non-public schools; also parents, administrators, and community members. Most participants come from Oakland and surrounding Bay Area public school districts, and occasionally from elsewhere in the state.
- Fees and Credit:** Free. Graduate extension credit can be earned for individually designed program of workshops and study arranged with staff and California State University, Hayward.
- Affiliation:** Oakland Unified School District and San Francisco State University.
- Support:** Oakland Unified School District provides space, operating costs, and a major part of staff salaries. The balance of staff salaries comes from a portion of the subventions from the California State Division of Adult Education which are generated for every hour of registered participation in

Shelter instruction activities. Support for temporary staff, consultants, and materials comes from the Bay Area Learning Center (an Office of Education pilot teacher center), the East Bay Community Foundation, and "Friends of TALC" contributions. The Rockefeller Foundation supports classroom research on children's writing.

**Decision
Making:**

Advisory group of Oakland elementary and secondary teachers meets regularly with staff to give major input to programming and policy making. The staff is placed within the school district's curriculum and instruction department.

Origin:

In 1969, several staff members of STEP (Triple T preservice/in-service teacher education program of San Francisco State University) noted that their active learning workshops in mathematics and science seemed to be the most effective change strategy for preservice and classroom teachers in the desegregating Sausalito school district. When the project moved to desegregating San Francisco in 1969-70, volunteer efforts of a group of staff, teachers, and teacher candidates developed the Teachers' Active Learning Center (TALC) at the project office. It was an adaptation of British teachers' centers which they had visited or studied. From 1972-74 the Ford Foundation, Rockefeller Brothers Fund, districts' contracts, and individual contributions supported the development of an independent center with a comprehensive program including classroom advisory support. In fall 1973, an Oakland teachers' committee began to design their own "teacher shelter" (with some TALC consultation) in the district's inservice building. In summer 1974, the committee asked Amity Buxton and Amada Brown to move with TALC resources to Oakland and to organize and develop the Center.

Information:

Brochure, calendars.

Buxton, Amity P. "Teachers' Active Learning Center (TALC): A Case Study." *Educational Leadership* 33, no. 6 (March 1976): 428-433.

Buxton, Amity P. et al. "The Teachers' Active Learning Center: An American Adaptation of British Teacher Centers." In *Supporting the Learning Teacher*, edited by Marilyn Hapgood, pp. 205-210, New York: Agathon Press, 1975.

Raskin, Bruce. "Teachers Helping Teachers." *Learning* 2, no. 1 (September 1973): 29-32.

Mailing Address:
P.O. Box 81594
San Diego, California 92138

THE TEACHERS' CENTER

Rooms 4 and 5
Andrew Jackson Elementary School
4365 54th Street
San Diego, California 92115
(714) 287-8133

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- Director:** Leonard M. Warren
- Hours:** Tuesday through Thursday, 9-6; Friday, 9-5; Saturday for workshops, 8:30-3:30.
- Program:** "The Teachers' Center seeks to strengthen mathematics instruction by providing teachers with an opportunity to delineate their own educational problems, voice their own continuing learning needs, and manage their own professional growth." The Center offers a variety of teacher-designed workshops, courses, discussion groups, and special programs, all in mathematics. These include a series of Saturday classes, after-school demonstration workshops, and summer seminars. Such topics as early childhood math experiences, measurement and probability, strategy games, problem-solving, and learning centers are considered. After-school one-hour sessions, held to acquaint participants with the use of physical objects familiar to children in an activity-oriented approach to the teaching of mathematics, explore such topics as integrating mathematics and language arts, using fraction bars, calculators in the classroom, and regrouping in subtraction. Drop-in activities include consulting with Center staff and colleagues, browsing in the library, making curriculum materials, and other pursuits which "enhance professional talents."
- Resources:** Library with professional and curriculum materials; exhibits of manipulative materials.
- Staff:** Leonard Warren, director; full-time secretary.
- Setting:** Two classrooms in an elementary school in San Diego, close to San Diego State University.
- Participation:** Prekindergarten through junior high public school teachers in the district participate on volunteer time. Also, other public, parochial, and private teachers in the county; parents, preservice students, aides, graduate students, university personnel.
- Fees and Credit:** Saturday and summer workshops cost approximately \$5 per session, and carry district credit for salary advancement, or upper-division credit through San Diego State University. Other workshops and programs are free and carry no credit.
- Affiliation:** Center for the Improvement of Mathematics Education (CIME), an independent nonprofit organization.

Support: National Science Foundation, San Diego Unified School District, the Greater San Diego Mathematics Council, CIME.

Decision Making: Informal coordinating council, and the CIME board of trustees.

Origin: From 1968-71, California state-supported Miller Mathematics Improvement Programs provided inservice training for elementary school teachers, using the Madison and Nuffield Mathematics Projects as models. When funds appropriated by the legislature to maintain support for additional years were vetoed, Leonard Warren, Robert Wirtz, and Robert Davis founded CIME, a nonprofit organization, to continue the summer program and follow-up activities. Based on observations of teachers' centers in Great Britain, CIME used income from the summer operation to launch the San Diego Center.

Information: Calendar.

PARK SOUTH TEACHERS CENTER

San Francisco, California

Director: Doug Haner

The Park South Teachers Center is closed. Doug Haner is now an advisor at the Children's Centers' Resource Center serving teachers in San Francisco public school district childcare centers (incorporating day-care and pre- and after-school care for elementary school children). He can be reached at the Resource Center, 1501 O'Farrell Street, San Francisco, California 94115.

Mailing Address:
165 Grove Street
San Francisco, California 94102

**SCRAP (Scrounger Center
for Reusable Art Parts)**

**Pier 3, Fort Mason
San Francisco, California 94123**

(415) 771-6545

Directors: Louise Nason and Bernice Bing

Hours: Monday through Friday, 10-5.

Program: SCRAP is a "way to open the options for programs that have a desire to do something but have no money." It can "show people an exciting way to use new materials that transcends the artsy-craftsy." Weekend workshop series, daytime courses, and after-school drop-in to use space. Workshops include topics such as junk sculpture, fabric kites, papermaking, sounds from scrap, stuffed ornaments, and blockprinting.

All aspects of the program grow out of SCRAP's function as a depot for reusable materials, such as fabric and fiber, bone, rock, rubber, glass, metal. It collects and redistributes industrial and other discards, promotes the use of these materials, and trains people in schools and community arts organizations. Staff visit schools to present seminars, workshops, or train school people in projects such as building a loom. One-day events, such as Christmas Scraparama, are held for children to create presents out of scrap they have found.

Resources: Library, reusable materials, power and hand tools, work space, models of art projects made with reusable materials.

Staff: Art consultant (Louise Nason), and four CETA-funded personnel (Bernice Bing, office manager; clerk-typist; two "scroungers").

Setting: Warehouse at Pier 3, Fort Mason (former military base now part of the Golden Gate National Recreation Area), located on San Francisco Bay in the Marina district.

Participation: Largely mental health groups, public agencies, teachers, teacher trainers, vocational counselors, paraprofessionals. Teachers attend on volunteer and some release time. Also Jewish centers and any nonprofit organization with an art program. People may not use the facility for private art projects, but must be involved with a school or community group. School people must bring a letter from the principal authorizing them to pick up materials.

**Fees and
Credit:** None.

- Affiliation:** Neighborhood Arts Program of the San Francisco Art Commission; Alvarado Arts Workshop (a public, nonprofit school-community arts organization in San Francisco).
- Support:** CETA (Comprehensive Employment Training Act), California Arts Council, San Francisco Foundation. Space and utilities provided by the Fort Mason Foundation and the Golden Gate National Recreation Area.
- Decision Making:** The Alvarado Arts Workshop board of directors serve also as the board of directors for SCRAP. They are the fiscal agents for the California Arts Council grant and have input into decisions made by SCRAP. The San Francisco Art Commission board of directors and Anne-Marie Theilen representing CETA also provide input regarding SCRAP.
- Origin:** Louise Nason and Anne-Marie Theilen from the CETA Arts and Gardens Program started SCRAP. The idea for a recycle center grew out of Louise Nason's experience working with parents. She realized that a lot of parents wanted to do volunteer work for schools but could not afford to pay for materials out of their pockets. It became clear that a neutral source for funding was therefore necessary.
- Information:** Flyers; information sheets on use of reusable materials.

**THE TEACHER LEARNING CENTER
(TLC)**

**500 Corbett Avenue
San Francisco, California 94114**

(415) 864-1576

Director: Elaine Wolfe Grady

Hours: Monday through Friday, 8-4:30; Thursday evening, 8-9. Open other evenings and Saturday by arrangement.

Program: The Center emphasizes spoken and written communication to improve reading skills, decrease racial isolation and improve the way students and teachers perceive themselves. A site advisory committee travels to schools for "awareness raising" with faculty, parents, and paraprofessionals. The Center schedules workshops for teachers in the schools. In addition, after-school, evening, and summer workshops and sessions held at the Center cover areas such as special education, where teachers have expressed need.

The Center is open Thursdays on a drop-in basis for materials-making, discussion or consultation with staff. Lectures are held on topics such as bilingual education, or Maslow and self-actualization. Daytime parent workshops are held at the Center to make learning aids or train in activities. Parents may then assist the teacher in the classroom or use the materials or activities at home. Most parent training is related to increasing children's cognitive learning. At parents' request, self-image or multicultural awareness activities may be provided to increase children's affective learning.

With teachers, the Center designs, produces, and demonstrates instructional materials. However, these materials are not available unless participants receive training in their use at the Center.

Daytime training is given at the Center for junior high and high school students to tutor in elementary schools. Staff provide specific training related to reading, math, and reinforcing skills to student tutors, who work in elementary schools.

Resources: Curriculum lending library, duplicating and laminating equipment, district-supplied materials (such as construction paper), changing displays of teacher-made or commercial materials. Meeting rooms, office space, dark-room, kitchen.

Staff: All positions full-time. Supervisor for staff development (Elaine Wolfe Grady), four district staff-development specialists (creative arts; early childhood education; two in spoken/written language arts for elementary teachers); another staff member in language arts who also serves as liaison with the Bay Area Learning Center (BALC); secretary, custodian.

- Setting:** Entire former school building in Twin Peaks area of San Francisco.
- Participation:** Elementary teachers from San Francisco public schools participate on volunteer and release time. Also, Oakland and Berkeley public school teachers, high school and junior high teachers, paraprofessionals, parents, tutors, administrators, community people.
- Fees and Credit:** Free. Credit available through Pepperdine College (Los Angeles) and the University of San Francisco. Inservice credit for certain workshops.
- Affiliation:** San Francisco Unified School District.
- Support:** San Francisco Unified School District; Bay Area Learning Center (BALC) funds the staff liaison position.
- Decision Making:** Center staff are responsible for implementing policies made by the board of education and the office of the Superintendent of schools. "Without losing its independence, a center must tie into the power structure so that the power structure can have a way of relating to the center. The assignment of a liaison from the superintendent's office this year represents a major breakthrough in creating channels of communication."
- Origin:** In 1969, San Francisco began planning for a pilot desegregation program in 12 elementary schools. Betty McNamara (a principal) was appointed to coordinate curriculum and staff development activities and to act as liaison with a teacher council, composed of one teacher representative from each school. Three council members, Alice Falls, Francisca Middleton, and Audrey Sanchez, together with Betty McNamara, were able to sell the concept of a teachers' center to the administration. In 1971-72, the name Teacher Learning Center was adopted. Betty McNamara served as director until spring 1977.
- Information:** A brief fact sheet about TLC is available.

TULARE COUNTY TEACHERS' CENTER

Education Building
County Civic Center
Visalia, California 93277

(209) 733-6570

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- Contact:** Carolyn Moshier
- Hours:** Monday through Thursday, 8-6; Friday, 8-5. Open evenings and Saturdays for scheduled workshops.
- Program:** This new Center designs its activities in response to teacher requests and ideas. Curriculum consultants give classroom demonstrations in schools, and offer daytime, after-school, evening, and Saturday workshops in areas including language, reading, music, art, science, and math. Follow-up activities and courses, such as one on "humanizing" instruction, supplement workshops.
- Daytime drop-in use for make-and-take, to consult idea files, and to examine materials, is encouraged. Open house days are held occasionally for teachers to acquaint themselves with Center facilities. The Center also offers graduate course work coordinated with local colleges.
- The Center works with the Department of Special Education in implementing mainstreaming (integrating children formerly in special education, into regular schools). It emphasizes activities and the use of materials for gifted and special education students.
- Resources:** Curriculum library, commercial and teacher-made materials (available on loan), audiovisual equipment, microfiche reader, laminators, dittos, mimeographic equipment, access to offset press and computer terminal.
- Staff:** Carolyn Moshier, coordinator; Shirley Burgess, special education coordinator. Eight district curriculum consultants (including the two coordinators) rotate as Center staff and advisors; full-time secretary. Three community college students assist in the Center as interns.
- Setting:** Housed in the county's Education Building, the Center has access to the education resource center, multimedia center, planetarium, and open space room in the same building. Visalia is located about five miles off Interstate 99, forty miles south of Fresno, in the San Joaquin Valley.
- Participation:** Teachers, mostly K-8 from public and parochial schools, attend on both volunteer and release time. Parents, day-care teachers, aides, principals, school nurses, speech therapists, psychologists, and community members also participate. Center users come from 43 school districts all over Tulare County, a large rural area.

- Fees and Credit:** Free (nominal fees for materials). Graduate credit is available through local colleges.
- Affiliation and Support:** Department of Education, Tulare County.
- Decision Making:** Advisory committee of 43, composed of K-8 public school teachers representing each school district in Tulare County (many are one-school districts), meets monthly. The committee is responsible for recommending workshop topics, procedures, and leaders. Members communicate teachers' ideas and requests to the committee-at-large.
- Origin:** The Center was established in October 1976, with the support of Max Cochran, Tulare County Schools Superintendent, to meet the needs of Tulare County teachers and parents.
- Information:** Monthly newsletter/calendar; brochure.

**MOUNTAIN VIEW CENTER
FOR ENVIRONMENTAL EDUCATION**

**University of Colorado
1511 University Avenue
Boulder, Colorado 80309
(303) 492-8421**

Director: David Hawkins

Hours: Monday through Friday, 9-5. Weekly open house Monday afternoon requires prior notification for group visits, but not for individual visits.

Program: Advocating not just natural science education but "fuller use of all the environments in which children live—physical, social, natural, and the environment of books, ideas, and history," the Center offers teachers "fresh subject matter to extend the range of children's perception, understanding, powers of analysis, and expression."

After-school and evening workshop courses (generally four or ten weeks) are held throughout the school year. A two-week summer institute is held annually. Teaching starts from adults confronting real things—balances, pendulums, salamanders, tessellations with tiles, pinhole cameras, molds, excavations in Boulder's downtown mall, improvised musical instruments—and then considering how to present such learning opportunities engagingly and challengingly to children.

Teachers drop in to use learning materials in the mini-labs and library, and talk with staff about subject matter, teaching problems, and educational theory.

Center staff also work in classrooms to help teachers apply ideas learned in workshops. They provide for Spanish-bilingual children, reorganize a room or a curriculum, help the teacher observe and reflect on children's responses to materials and experiences. On contract they act as advisors to Colorado school districts; as volunteers they have over several years advised Red Cloud School at Pine Ridge Sioux Reservation.

Resources: Library, art and weaving materials, plant cuttings and soil, math, music, and science apparatus. (These resources are available to teachers bringing their classes on occasion, by appointment.)

Staff: David Hawkins, director, and Ron Colton, associate director, hold University faculty positions and devote major time to the Center. Two full-time advisors work in schools and teach workshops at the Center. Seven staff, mainly half-time, teach workshops, advise in schools, publish a journal and occasional curriculum and articles, maintain the library, counsel teachers, and consult on inservice and curriculum development.

- Setting:** First floor of the old Armory on University of Colorado campus, about 45 minutes west of Denver.
- Participation:** K-6 teachers, primarily from Boulder public schools but also from as far away as Denver use the Center; also day-care and pre-school teachers, parents, and School of Education students and faculty. These participants come on their own time. Advisory work in schools and special workshops for whole school faculties (for instance, ESEA Title I and IV schools) are on release time.
- Fees and Credit:** Fees vary according to credit/noncredit status. If not taken for credit, workshops cost \$4 per 4-week and \$10 per 10-week course. Credit through the University of Colorado may be used for school district advancement or state recertification.
- Affiliation:** University of Colorado.
- Support:** University of Colorado; Boulder Valley School District; Ford Foundation; National Science Foundation. Income from workshop fees and from sales of publications. Colorado State Department of Education matches funds generated from other sources, up to \$75,000, in 1976-77.
- Decision Making:** Staff is advised by a local committee of teachers and by a national committee of nine representing Boulder public school teachers and administration, Boulder community, the University, and the national community of interest in informal education.
- Origin:** In 1964, after starting and shaping the Elementary Science Study at the Education Development Center in Newton, Massachusetts, David and Frances Hawkins returned to the University of Colorado and created the Elementary Science Advisory Center. In July 1970, with a grant from the Ford Foundation, Mountain View Center evolved from the existing center and from the Hawkins' observation of, and other staff members' experience in, British advisory work with teachers in informal classrooms.
- Information:** Course announcements, brochure, extensive publications list. The Center publishes *Outlook*, a quarterly international journal on informal education, \$6/year.

JEFFCO ARTS IN EDUCATION PROGRAM

Mailing Address:
Jefferson County School District R-1
1215 Quail Street
Lakewood, Colorado 80215

Jefferson County School District R-1
3227 Chase
Wheatridge, Colorado 80033

(303) 233-4022 or 234-7000, ext. 321

Director: Jim Allison

Hours: Monday through Friday, 8-6:30.

Program: Daytime, after-school, and weekend workshops are held in interdisciplinary arts activities, arts education concepts and strategies, and environmental design. An arts resource team identifies and develops resource materials, supports teachers in developing materials and projects, offers follow-up teaching in the classroom, and works to coordinate classroom activity with community resources. The Program is building a cadre of teachers (especially art, music, and physical education teachers) who are paid to provide inservice for the non-arts teacher. The Program views the arts not only as enrichment activities, but as a means of helping students understand and enjoy basic skills.

The Program's Aesthetic Education Training Center is one of ten centers in the nation designed to provide teachers with inservice in CEMREL's (Central Midwestern Regional Educational Laboratory, Inc.) aesthetic education curriculum materials.

Resources: Media training center includes photo lab with ten enlargers and filmmaking equipment; theater equipment (make-up, costumes); materials for visual and media arts; CEMREL teacher kits offering art curriculum materials for non-arts specialists; library.

Staff: Coordinator Jim Allison and four interdisciplinary arts specialists.

Setting: Eight classrooms and office space in former Columbia Heights Elementary School in Wheatridge, a suburb 15 minutes west of downtown Denver.

Participation: Teachers, curriculum coordinators, principals, administrators, students K-12, parents, lay assistants, administrative aides, substitute teachers, college and graduate students from the University of Northern Colorado, Greeley, participate in the program. Most of the participants are from 41 schools in Jefferson County School District R-1, and attend on release and volunteer time. By 1980-81, the program expects to serve all 113 schools in the district, which covers about 800 square miles.

**Fees and
Credit:**

All services are free except weekend workshops, which cost \$13.50 for meals. The program provides inservice credit applicable to state recertification. College and graduate credit are available through University of Northern Colorado.

- Affiliation:** Jefferson County School District R-1 and the district's Staff Development Academy, which plans and runs inservice programs.
- Support:** Jefferson County School District R-1, John D. Rockefeller III Fund, Alliance for Arts Education (AAE) funds (support from the U.S. Department of Health, Education and Welfare, administered through the Kennedy Center in Washington, D.C.)
- Decision Making:** Jefferson County School District R-1.
- Origin:** Jim Allison, with funds from the John D. Rockefeller III Fund, started the program in 1972.
- Information:** Brochure, catalogue listing courses.

PROJECT RISE
(Regional In-Service Education)
Old Bacon Academy
5 South Main Street
Colchester, Connecticut 06415
(203) 537-2117

Director: Peter Martin

Program: Project RISE is a regional inservice center for five towns in east-central Connecticut, primarily a rural area. The 1976-77 school year is a developmental phase set aside to ascertain teachers' self-identified learning needs and plan programs that respond. Teachers, principals, and district administrators have all been interviewed in the needs survey.

An initial series of inservice activities are scheduled to begin in spring 1977. Activities include workshops, "interactive sessions," inservice days utilizing local and outside resources, and curriculum evaluation planning days with Project RISE consultants acting as facilitators. Regional workshop sessions will be held in specialized curricular areas.

The Project intends to devote a large part of its budget to supporting staff consultants' and advisors' work with teachers in classrooms. Advisors will be available to teachers for classroom follow-up after each workshop series, course, or institute sponsored by Project RISE, "helping the teacher bridge the gap between the inservice workshop setting and the real world of the classroom." Advisors will also be assigned to a limited number of schools for regular visits.

Staff: Peter Martin, director, and two project evaluators.

Participation: Teachers, administrators, and support staff in public and private schools in five rural towns (Colchester, Franklin, East Haddam, Lebanon, and Salem). The total number of teachers in these towns is about 250.

Support: Title IV-C, ESEA.

Decision Making: Staff development planning teams are established in each school. Each team consists of teacher representatives from each grade level or cluster, the school principal, and Project RISE's director. The teams review the results of the needs assessments and plan programs accordingly at both school and district levels.

Origin: Peter Martin, formerly of the Center for Open Education at Storrs, Connecticut, was a consultant to the Colchester school system. The idea for Project RISE originated with his work and teachers' needs in the region. The Project works closely with the Center for Open Education.

THE TEACHERS' CENTER AT GREENWICH

Greenwich, Connecticut

Director: Celia Houghton

The Greenwich Center is closed. Celia Houghton has joined the education faculty at Goddard College, Plainfield, Vermont. She can be reached at the college.

THE TEACHER CENTER, INC.

**425 College Street
New Haven, Connecticut 06511**

(203) 776-5987

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- Director:** Corinne Levin
- Hours:** Monday through Thursday, 9:30-5:30; Friday, 9-12. Open evenings when workshops are held.
- Program:** "The Teacher Center is both a place and a concept; a place where skills are improved and innovations shared; and a concept of professional growth which values the integrity of each teacher's work and values the horizontal spread of change in contrast to traditional ideas of supervision as the primary mode of raising standards of practice."
- The Center sponsors daytime (nap-time workshops for day-care center teachers), after-school, and evening workshops; a summer workshop series; drop-in counseling and advisory services; and in-class advising. Workshops and advisory assistance for schools, parents, groups, community programs, and institutions of higher learning are available by arrangement.
- Resources:** Library, resource and curriculum materials, work and display areas in early childhood education, arts and crafts, math and science, social studies; areas for climbing (to develop preschoolers' motor skills), sand and water, cooking; film projector, record player, tape recorder; recycling depot (including fabrics, binding, beads, plastics, foam).
- Staff:** Full-time coordinator (Corinne Levin), full-time advisor for arts and crafts and education, half-time program developer, six part-time advisors, part-time secretary. Strong volunteer force is welcomed, with assignments created to utilize skills, interests, and time.
- Setting:** The Center occupies a large basement room in the First United Methodist Church in downtown New Haven, off the city Green and at the edge of the Yale campus.
- Participation:** Public and private school teachers from New Haven and from all surrounding school districts attend on volunteer time. Day-care teachers participate on release time. Teachers attend in-school workshops on release time. Paraprofessionals, parents, students, administrators, preservice students, and college faculty also attend the Center.
- Fees and Credit:** Yearly membership fee \$7.50; \$2-3 per workshop plus materials fee. Summer program credit through Graduate School of Education at Fairfield University.

- Affiliation:** Independent, nonprofit resource and advisory center.
- Support:** Title XX (federal Social Security Act), National Endowment for the Arts, New Haven Public Schools, State Department of Social Services, Edward Hazen Foundation, New World Foundation, New Haven Foundation, Connecticut Commission on the Arts. Income from membership and workshop fees, from store selling books and toys, from sale of recycle materials; book royalties; fees for inservice contracts with schools and for services offered to parents or community groups.
- Decision Making:** Board of directors made up primarily of teachers and parents. "One of the important characteristics which distinguishes the Teacher Center from other institutions involved in teacher education is that it is a grassroots organization, founded and run by teachers themselves."
- Origin:** "In spring 1971, in response to the growing interest in open education, teachers who worked in opening schools planned two conferences in New Haven. . . . There was need for ongoing workshops, discussion, and training. Over the summer of 1971 and into the autumn, a group of teachers and parents who felt that need began work on establishing the Teacher Center."
- Information:** Calendar.
- Levin, Corinne, and Horwitz, Robert. "The Teacher Center, Inc. (New Haven, Connecticut): A Case Study." *Educational Leadership* 33, no. 6 (March 1976): 434-439.

**TEACHERS' CENTER AT FAIRFIELD
AND THE CHILDREN'S MUSEUM**

**309 Barberry Road
Southport, Connecticut 06490**

(203) 255-5411, ext. 692

Directors: Bena Kallick, June Gould, and Joanna Nicholson

Hours: Monday through Friday, 8:30-4:30. Open evenings and weekends for scheduled workshops.

Program: "Teachers need 'understanding of principle and flexibility of mind' so that they can be capable of making judgments about what children need and courageous enough to produce changes when necessary."

The Center is a facility for Fairfield University's open education, environmental studies, and museum education graduate courses. The Center also offers noncredit workshops. Daytime, after-school, and weekend workshops and program packages are available for teachers, parents, day-care and preschool leaders, PTA groups, and student teachers. Children attend after-school workshops at the Center, and staff hold in-classroom workshops during school hours for teachers and children.

Advisory services for teachers, providing individualized assistance in classrooms or a group support system within schools, are available through the Center. In cooperation with Fairfield public schools, an alternative classroom is set up in the Center for use by a high school class.

The Children's Museum, a facility of the Teachers' Center, runs weekend workshops, activities and special events for parents and children in a colonial house, barn, and Native American village. Teachers bring classes for afternoon field-trip visits.

The Center is in the process of establishing a poetry center to train poets to work in classrooms.

Resources: Darkroom, arts studio with kiln, wood and metal shop, sewing and needlecraft areas with machines, modified greenhouse, indoor and outdoor gardens, animals, math and science labs, weaving center with spinning wheel, "found sound" area for music, children's art gallery, audiovisual equipment, access to video equipment, duplicating machines, professional library, curriculum materials displays, kitchen.

Staff: Three full-time co-directors; about 20 part-time staff work on program components. Students in high school independent study programs assist as aides.

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- Setting:** The Center occupies a former Catholic school on six acres of land near Long Island Sound, close to Bridgeport, Connecticut, and about 25 miles from New Haven.
- Participation:** The Center is used by K-12 teachers from public, private, and parochial schools, administrators, support staff, graduate students, preschool and day-care workers, parents, and children, from a wide radius in Connecticut and New York State. Participation is mostly on volunteer time, although some teachers attend on release time through school district contracts for advisory work.
- Fees and Credit:** Workshop sessions cost about \$3-5; advisory sessions cost \$10 per workshop or consultation; in-classroom workshop packages (nine hours) cost \$325 (school board or PTA can fund). The Museum charges a \$20 registration fee to each school; thereafter Museum workshop fees are \$2 per child. Graduate credit is available through Fairfield University for courses held at the Center or given by arrangement at school locations.
- Affiliation:** Fairfield University Graduate School of Education.
- Support:** Fairfield University; workshop and admission fees; Rockefeller Brothers Fund supports an environmental studies project through which graduate interns work with teachers in schools.
- Decision Making:** The Children's Museum has received two grants of matching funds from the Connecticut Commission on the Arts, and contributions from the Young Women's Club of Westport, the Celanese Corporation, and individuals. A board of directors, composed of teachers, community people, and Fairfield University faculty.
- Origin:** The Center grew out of the grassroots efforts of Joanna Nicholson, Bena Kallick, and June Gould, all former teachers, to form an open classroom in Westport in the late '60s. They gathered materials, gave programs, and set up a classroom. Local attention and encouragement resulted in a proposal to the Dean at Fairfield for a course. This in turn led to the founding of the Center.
- Information:** Monthly calendar, brochure.

CENTER FOR OPEN EDUCATION

**University of Connecticut
Box 11-32
Storrs, Connecticut 06268**

(203) 486-3322

Directors: Vincent Rogers and George B. Drumm

Program: The Center for Open Education is a decentralized operation offering on-site consultant services to nine school districts in Connecticut. It is a "center without walls," running several programs throughout the state including the ones described below.

(1) Regional inservice program: Center consultants work with teachers and school administrations to design inservice programs for standard certification. (To qualify for the standard certificate, a person holding a provisional certificate—valid for ten years—must complete thirty credit hours, either at an institute of higher education or through the regional inservice program.) The programs designed by the Center are based on the needs expressed by teachers within individual schools and throughout the region. School systems may thus engage in activities on a regional basis, and at the same time develop with the Center consultant a local inservice program based on the particular needs of each school. The program may include workshops, courses, seminars, and travel.

(2) On-site college credit programs: Through the Center, the University of Connecticut offers graduate courses for credit. Participating school faculty members design courses and select speakers, resulting in graduate courses relevant to the needs of teachers. Courses have been developed on individualized instruction, creativity, open education, classroom design and management, school theory and curriculum, and teacher effectiveness.

The Center also offers staff development advisory sessions; acts as a teacher resource on an individual basis; runs after-school, evening, and Saturday statewide workshops on a variety of topics including moral education, positive approaches to discipline, teacher morale, metrics, and organizing a teachers' center; offers summer programs and workshops; and organizes a "spring seminar" in England for on-site observation.

Resources: Center activities take place in schools throughout Connecticut. These schools provide facilities and equipment.

Staff: Vincent Rogers and George Drumm, co-directors; seven full-time doctoral students act as consultants.

- Participation:** Volunteer and release time attendance by K-12 teachers and administrators in participating school districts; also paraprofessionals, parents, and community members.
- Fees and Credit:** Free. Local inservice credit and state certification through the regional inservice program. Graduate credit available through four regional universities, and college credit through several area colleges.
- Affiliation:** University of Connecticut at Storrs.
- Support:** Jessie Smith Noyes Foundation.
- Decision Making:** Co-directors.
- Origin:** The Center for Open Education of the University of Connecticut was established in 1971 by Vincent Rogers based upon his study of informal education in British primary schools. It originally served as an advisory in open education and drop-in teachers' center first in Storrs and then in Hartford. In 1973, it began offering on-site consultation at schools as a first phase in its decentralization.
- Information:** Newsletter published three times a year, flyers, brochures.
- Drumm, George B. "The Center for Open Education: A Center Without Walls." *Educational Leadership* 33, no. 6 (March 1976): 441-443.

ADVISORY AND LEARNING EXCHANGE

1101 15th Street, N.W.
Washington, D.C. 20005

(202) 872-1220

Director: Brenda Strong Nixon

Hours: Monday through Friday, 9-9; Saturday, 9-4. Open Sunday for scheduled workshops.

Program: The Advisory sponsors workshops in art, math, problem solving, bilingual education, learning disabilities, reading, and classroom organization. It also offers courses in such areas as proposal writing, juvenile justice, the use of media in teaching, teenage pregnancy and parenthood, and reading disabilities.

The Advisory has also generated a family of five additional projects, all operating under the umbrella of the parent organization, Associates for Renewal in Education, Inc. These are: (a) Celebration in Learning '76 (runs through April 1977), a childcare center which is developing training modules for teachers on the use and organization of space in early childhood classrooms; (b) the Three Junior High Schools Project, through which teachers and administrators work on management of buildings; (c) the Young Washingtonians Cultural Heritage Project, made up of high school students focusing on local history; (d) the Artists' Open Studio Program which gives access to instruction by artists; (e) Parent Focus, which makes available information and training in effective parenting skills through parent-led workshops and discussion groups sharing ideas and experiences.

Resources: Construction lab with laminators, drymount press, open arts studio for work in cardboard carpentry, plexiglass; reprographic equipment, video equipment, audiovisual aids; recycle area; resource center for borrowing books and records, curriculum materials, and manipulative learning materials; and the Teachers' Treasure Trove, a store selling materials.

Staff: Three full-time staff members and additional staff who organize workshops and classes.

Setting: The Advisory occupies the ground-floor suite in a downtown office building on 15th Street, between L and M, across from the *Washington Post*. "Because participants repeatedly have told us they prefer evening workshops, we chose a well-lighted, busy downtown location. We also think this location makes teachers feel more connected with the rest of the world, thus we help to combat the isolation of teaching."

Participation: Teachers in K-12 public and private schools, parents, community people, aides, and graduate students in the Washington metropolitan area. Teachers attend on volunteer time, and may also participate on staff development inservice days.

Fees and Credit: Workshops cost \$3-5 (some are free), plus cost of materials. Inservice credit costs \$25 per semester hour. Trinity College graduate credit for recertification or salary increment costs \$50 per semester hour.

Affiliation: The Advisory is a project of Association for Renewal in Education (ARE), Inc., a nonprofit organization.

Support: Ford Foundation; National Institute of Education contracts for Junior High Project; school contracts negotiated through D.C. public schools; Office of Child Development supports Celebration Project; staff person paid through D.C. public schools; fees from workshops; sales from store.

Decision Making: Board of directors of ARE, Inc.

Origin: The Advisory is the heir to curriculum development and school renewal projects initiated by the innovation team of Education Development Center in the '60s, under the leadership of Mary Lela Sherburne, Mary Alexander, Olive Covington, and others. It became an independent organization under the sponsorship of ARE in 1971.

Information: Bimonthly newsletter.

BISHOP SPENCE CENTER

**Marist Building, Room 15
Catholic University of America
620 Michigan Avenue, N.E.
Washington, D.C. 20017**

(202) 832-0567

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- Director:** Claire M. Helm
- Hours:** Monday through Friday, 10-6:30.
- Program:** The Center used to function primarily as a curriculum materials center, housing a 16 mm film collection, and print and nonprint materials available on loan to teachers at no cost. Within the past year the Center has expanded its activities. In addition to extensive curriculum services, it now offers a number of workshops for school faculties who want to develop an individualized approach to teaching; provides facilities for review and evaluation of the latest print and nonprint materials from all the major publishing companies; helps coordinate the Archdiocese teacher inservice program.
- Resources:** 7000 volumes and 2000 audiovisual items in their curriculum center; tape recorder, record player, microfiche equipment; "freebie boxes" containing simple, practical materials, lesson plans, and teacher-made, teacher-tested handouts; recycle collection (posterboard, yarn, paint). The Center has use of additional resources from Catholic University.
- Staff:** Full-time director (Claire Helm) and full-time librarian (Sister Adelaide); part-time staff for audiovisual activities.
- Setting:** Large renovated room in the basement of the Marist building, Catholic University of America. The campus, located in the northeast section of Washington, is bounded by Harewood Road and Michigan Avenue.
- Participation:** Elementary and secondary teachers from over 100 Catholic schools in the Archdiocese participate on volunteer and release time. Students and professors from Catholic University of America and from nearby Trinity College also use the Center.
- Fees and Credit:** Free. No credit except for graduate student work in the Center.
- Affiliation:** Catholic Office of Education, Archdiocese of Washington. The Center is autonomous within the University but works with the School of Education.
- Support:** Titles IV-B and IV-C, ESEA; Catholic Office of Education; donations of books, materials, equipment, and money from individuals and Catholic schools; donations of books from publishers.

**Decision
Making:**

Advisory board composed of professors of education from Catholic University, representatives from the Archdiocese Board of Education, representatives from the Catholic Office of Education, and teachers. (They may expand the board to include parents and students.)

Origin :

The Center began in 1972 through the efforts of a group of librarians, media personnel from the schools, and administrators from the Catholic Office of Education.

Information:

Catalogue of audiovisual collection, materials, and services; flyer.

**ATLANTA AREA CENTER
FOR TEACHERS (AATC)**

**Mercer University in Atlanta
3000 Flowers Road South
Atlanta, Georgia 30341**

(404) 455-9108

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- Director:** Howard H. Knopf
- Hours:** Monday through Thursday, 3-9; Saturday, 10-2.
- Program:** The Center runs after-school, evening, and Saturday workshops on topics such as triwall carpentry, books by children, pinhole photography, growing potted plants in classrooms, and the environment. Recycle activities include the use of industrial scrap in making classroom materials. The Center offers custom-designed workshops for groups, and its staff also goes into schools and runs programs on topics such as classroom organization. An intensive two-week summer workshop looks at individualized instruction for the teacher.
- Resources:** Reference library, library of games and activities, recycle facility with materials, laminating machine, triwall materials.
- Staff:** Full-time director, Howard Knopf, plus a production assistant and secretary, both part-time.
- Setting:** Single room in the administrative building of Mercer University in Atlanta, located in the northeast section of the city, near the intersection of I-85 and I-285 north.
- Participation:** K-12 teachers, supervisors, and preservice students from 11 school systems and eight universities in metropolitan Atlanta volunteer their time.
- Fees and Credit:** Free; workshop admission obtained by submitting one innovative idea for the Center's resource bank. Many materials are free, for some there is a small charge. Summer course carries graduate credit through Mercer University in Atlanta.
- Affiliation:** Mercer University in Atlanta and Atlanta Area Teacher Service (AATES). AATES is a consortium of 11 school systems and eight universities around Atlanta. Dues paid by school systems on behalf of teachers support inter school-district programs, meetings, workshops, conferences, retreats, and the Center.
- Support:** AATES; Mercer University in Atlanta provides space.

Decision

Making:

AACT governing board, composed of 22 teachers; each participating school system is represented by two teachers, one from an elementary school and one from a middle or secondary school.

Origin:

The Center was established in January 1976 through AATES and the efforts of a committee of teachers and community members. A year of planning and visiting teachers' centers in other communities preceded the opening of the Center.

Information:

Bimonthly calendar.

ARLINGTON HEIGHTS TEACHER CENTER

**Wilson School
15 East Palatine Road
Arlington Heights, Illinois 60004**

(312) 398-4287

Contact: Barbara Sirotn

Hours: Monday through Thursday, 8-5:30; Friday, 8-3:30.

Program: The Center offers professional growth activities for individuals and groups of teachers. Staff, teachers, and the advisory council design these activities. For instance, four primary teachers changed the focus of their math program by working in the Center with the district math coordinator to develop a shared math lab for their students.

The Center also offers about ten scheduled workshops or activities each month during school time, which may be extended after school. These workshops generally deal with presenting new materials or with different methods of teaching existing curriculum.

The Center is open on a drop-in basis to make things or consult. Extension courses from Northern Illinois University (DeKalb) and the University of Illinois (Champaign-Urbana) are held at the Center on topics requested by teacher participants.

Resources: Professional library, curriculum library, monthly displays of new materials, all in library room; room for make-and-take with recycle materials (plastic cups, spoons), periodicals and books with ideas for making curriculum materials, and models of games; classroom available three days per week for large group activities; overhead projector, test scoring machine, ditto, laminator. Companies furnish filmstrips, films, and tapes, which teachers can preview.

Staff: Eight full-time district positions: language arts coordinator (Barbara Sirotn); math coordinator; science consultant; reading consultant; two gifted child coordinators; director of instruction; principal at Wilson School. Two part-time aides (one who works in make-and-take room and one librarian/clerical assistant).

Setting: Three rooms in Wilson School. Arlington Heights is 25 miles northwest of Chicago.

Participation: Teachers K-8 from Arlington Heights School District 25 (17 schools) participate on volunteer and release time (preferably half release time, half volunteer). The Center is also used by substitute teachers and aides and occasionally by administrators and parents.

- Fees and Credit:** None, except for extension courses offered through Northern Illinois University (DeKalb) and the University of Illinois (Champaign-Urbana).
- Affiliation and Support:** Arlington Heights School District 25.
- Decision Making:** Staff make decisions, assisted by advisory council. The advisory council is made up of about 25 team leaders from elementary schools, and another group of 25 department chairpersons from junior high schools. The two groups meet separately, and members act as liaison to building staffs.
- Origin:** The Center grew out of a University of Illinois open education project at the Olive School in Arlington Heights. Olive principal (Mary Stitts), teachers, and University advisors started the Center in 1972, with support from the district. In 1976, because of changes in numbers of students assigned to Olive School, the project moved to Wilson, and the district curriculum and instruction coordinators took over staffing of the Center.
- Information:** Monthly newsletter.

EDUCATION RESOURCE CENTER (ERC)

**3171 North Halsted
Chicago, Illinois 60657**

(312) 935-1151

Director: Diane Sautter

Hours: Tuesday and Wednesday, 12-5; Thursday, 9-6; Saturday, 10-5.

Program: "The philosophy of the Center is not merely to dispense services and keep its doors open so that people may flow in and out, but rather to serve as a common meeting ground where persons from the community can come together to explore their commonalities and learn from one another's differences. The ERC already is serving as a catalyst for the change which occurs when interpersonal exchange grows into partnership."

The Center offers single-session workshops and courses on educational theory and approaches; recycle workshops, using materials such as plexi-glass, styrofoam, and aluminum; five- or six-session workshop courses run by artists in, for example, bookbinding, calligraphy, and goldleafing; and monthly adult-child interaction workshops, which focus mostly on activities that use recycle materials, such as making musical instruments. When invited, Center staff hold workshops in schools. Afternoon inservice workshops are held at the Center by contract with public schools in the district.

Participants drop in to make materials, use the carpentry shop, and share ideas. The Center encourages parent and community involvement.

Advisory services include consultation at the Center, follow-up classroom advisory after workshops, and collaborative work with public school staff advisors in the area.

Resources: Active-learning curriculum display and supplies, resource library and file of community resources (institutions, people, materials), recycle materials, wood and triwall tools, laminator, ditto, thermofax, sewing machines.

Staff: Director, curriculum coordinator/advisor, recycle coordinator, bilingual community coordinator (all full-time); four senior citizens work as part-time assistants.

Setting: Second-story refurbished office space in Lakeview district of Chicago's Northside.

Participation: Day-care, preschool, and elementary teachers from Lakeview and surrounding areas participate mostly on volunteer time, and some release time for inservice programs. Parents, community people, senior citizens, pre-

service students, university faculty, advisors, and elementary and high school students also use the Center.

**Fees and
Credit:**

Optional \$10 membership fee entitles members to 20% discount on workshops; group membership is also available. Average workshop fees are \$3-5. Undergraduate and graduate credit are available through Northeastern University. Certain summer courses are accredited through the University of Illinois.

Affiliation:

Independent.

Support:

Chicago Community Trust, Joyce Foundation, local foundations and corporations, McDonald's; income from recycle sales, workshop, and membership fees; CETA (Comprehensive Employment and Training Act), Office for Senior Citizens; fund raising activities.

**Decision
Making:**

Board of directors of 30 people, representing public and nonpublic schools, school administrations, community organizations, teachers, and individuals.

Origin:

An active community and parent group in Lakeview recognized the need for a local center and started ERC in November 1975. Diane Sautter, who had spent six months as an intern at Teacher Curriculum Work Center in Chicago, helped found the Center and became its first director.

Information:

Monthly calendar; "ERC Overview."

NETTELHORST PROJECT

Nettelhorst School
3252 North Broadway
Chicago, Illinois 60657
(312) 472-6687 (school)
341-6369 (answering service)

Director: Daniel R. Scheinfeld

Program: The Nettelhorst Project is a three-year action-research project to be completed in September 1977. Its purposes have been first "to bring about open educational processes throughout a public school," and second "to research the processes involved in the change and to evaluate the effectiveness of the strategies applied."

"We are trying to develop consciousness in the teacher of what she really wants for kids and to become experimentors in relation to what the teacher wants. For parents we are trying to do the same things." The Project supports teachers who are trying out alternative modes of education in the classroom.

Located in the Nettelhorst School, the facilitation team provides advisory services and workshops. Areas of emphasis are arts-in-integrated-curriculum (core curriculum, unit approach), classroom management, space and furniture, whole-school organization.

An active parent committee provides support and resources for the school; it helped refurbish the front entrance hallway, setting up an art gallery and seating space. The parent committee administers a tutorial program (using Northeastern University education students, senior citizens, and parents as tutors).

An adaptation of the Project has begun in the Vanderpoel School (District 18). Inservice programs are designed by teachers, administrators, and the facilitation team. A weekly 90-minute workshop is given on release time. In addition, a facilitator spends one hour per week during school time on in-classroom advisory work with participating teachers. The school principal plays a major coordinating role in the program and also acts as a teacher facilitator; school district resource people assist. At the end of ten weeks, programs are evaluated and, if considered successful, may be continued for another ten weeks.

The team is in the process of writing a manual which reflects their learning over the three-year Project. The manual will address issues of facilitating teacher growth, parent-school relations, and whole-school development.

Resources: Nettelhorst has an "arts and inquiry room," where teachers can bring students. This room contains recycle materials (paint, wood scraps) and carpentry and other tools for art and construction. Modeled after Teacher

Curriculum Work Center's room, a teacher and parent resource room has professional and curriculum materials libraries (lots of books on alternative education); raw materials (tag board, railroad board) to make learning aids; laminating, ditto, and thermofax machines.

Staff: Daniel Scheinfeld, director (classroom facilitator in experiential education); Omar Lopez, parent facilitator; Sue Sommers, artist; Susan Schaffer, documentor; Ron Cichon, staff member for whole-school organization and communication; Clive Hazell, staff member for construction and space organization, drama and poetry; Donna Morris, classroom facilitator in integrated education, experiential learning, and classroom management. All positions full-time.

Setting: The Project is located in the Nettelhorst School (public) in Chicago's Lakeview community (Northside). The second model is located in the Vanderpoel School in Chicago's Beverly Hills community (Southside).

Participation: A facilitation team is available to assist Nettelhorst teachers (K-8), parents, students, and administration. Participation is mostly during school time (including lunchtime and prep periods). No release time at Nettelhorst site.

Fees and Credit: None.

Affiliation: Chicago Public Schools, Districts 3 and 18; Hull House; Institute for Juvenile Research of the Illinois Department of Mental Health.

Support: Ford Foundation supports facilitation team (except for Daniel Scheinfeld, a research associate with the Institute for Juvenile Research, and Donna Morris, a public school teacher supported by Chicago Board of Education). The Institute for Juvenile Research administers the Ford Foundation grant. Hull House administers all monies except for payroll. The Nettelhorst School (District 3) provides main facility. The Vanderpoel School (District 18) provides release time for some activities and is setting up an art center for second project model.

Origin: Daniel Scheinfeld, Ron Cichon, and Clive Hazell had conducted an earlier project involving open education in two classrooms. Desiring to expand their approach to a whole school, they joined with Lakeview area and Nettelhorst parents, who were interested in "opening up" their schools. The team did a survey, and teachers and community agreed to the project, which started in 1974 with Ford Foundation guidance and support.

Information: Manual documenting the Project available after summer 1977.

**TEACHER CURRICULUM
WORK CENTER (TCWC)**

1400 East 53rd Street
Chicago, Illinois 60615

(312) 955-1329

-
- Director:** Susan Carpenter
- Hours:** Monday and Thursday, 2:30-5:30; Tuesday and Wednesday, 2:30-9; Saturday, 10-4.
- Program:** "Teachers who make their own materials do not have to be dependent on expensive equipment or limited school funds. They can create materials to their own specifications. Making something can increase the teacher's understanding and satisfaction, and demonstrates the possibilities and value of having children make and use such materials in the classroom."
- The Center offers Saturday workshops, such as one on basic mime techniques, make-up, and integrating mime with language arts. After-school and Saturday drop-in to make materials, for conversation, or for consultation is encouraged. The Center also holds discussions and mini-courses during the school year and in the summer. In-classroom advisory (consultation with teachers) and contractual work with school districts (large-group workshops) are available by arrangement.
- Resources:** Library area and active-learning curriculum display and supplies; drop-in room with raw materials and equipment to make curriculum aids; carpentry room with wood and cardboard carpentry tools and materials; "reflection room" for quiet individual study; large workshop area/meeting room; large experiential learning room; duplicating and laminating machines.
- Staff:** Full-time director, two professional staff, secretary. Part-time intern working with staff to develop in-classroom advisory service for participants.
- Setting:** A set of several large and small rooms in a neighborhood YMCA near the University of Chicago in the Hyde Park section.
- Participation:** Preschool and elementary teachers in public, alternative, and parochial schools, mainly on Southside, come on their own initiative on volunteer time. Also preservice students, parents.
- Fees and Credit:** Yearly membership \$15. Workshops generally \$2 for members, \$4 for nonmembers. No credit.
- Affiliation:** Independent, nonprofit organization.
- Support:** Chicago Community Trust, Joyce Foundation, membership and workshop fees, inservice contract fees.

**Decision
Making:**

Board of directors made up primarily of teachers. The Center is reorganizing the board to include representatives of school administration, business, and other professional areas.

Origin:

In fall 1970, five Chicago area teachers involved in informal education began meeting to make curriculum materials and to talk about problems of "opening up" schools. In February 1971, after a year of volunteer work, the group was given space in a school basement and seed money to start the Center. Joan Bradbury, one of the five teachers, became the first director.

Information:

Bimonthly calendar/newsletter; brochure.

Feiman, Sharon. *Teacher Curriculum Work Center: A Descriptive Study*. Grand Forks: North Dakota Study Group on Evaluation, 1975. Order from Vito Perrone, Dean, Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201, \$2.

MacLaren, Hannah. "The Teacher Curriculum Work Center, Chicago: A Case Study." *Educational Leadership* 33, no. 6 (March 1976): 444-446.

PROFESSIONAL DEVELOPMENT CENTER
(PDC)
Crete-Monee School District 201-U
Crete Elementary School
North Street
Crete, Illinois 60417
(312) 672-5113

- Director:** Ronald Falbe
- Hours:** Monday through Friday, 8-5; Saturday, 9-12. Open evenings for scheduled programs.
- Program:** PDC is a continuing education program for teachers which stresses the importance of "responding to identified needs" and "developing with the flexibility to respond to the changing needs of the school district." It acts as a kind of "in-house university," and runs varied services to encourage professional growth. One service is the pilot professional growth and evaluation program, which is a competency-based project in teacher evaluation. Drawn up by teachers and administrators, it is used to identify needs and develop inservice programs which respond to them. Related to this, the Center offers workshops in three priority areas: how children learn, communication skills, and management of the instructional process. PDC participates in a staff evaluation plan in which individual teachers may work on a program of professional growth evolved in conjunction with the Center and the school principal.
- PDC offers individual assistance and consultation to teachers. With district teachers, the Center is taking part in developing a program for gifted students. Daytime, after-school, evening, and Saturday inservice workshops are held on topics ranging from movement exploration, "parents as resources," and affective education, to Orff method in music, creative dramatics, metrics, and other topics in response to requests.
- Resources:** Professional library, laminating equipment, videotape and audiotape facilities, overhead projector, xerox
- Staff:** Director, Ronald Falbe; Jean Wildermuth, program developer. Full-time secretary, Nancy Scheming.
- Setting:** Classroom and adjoining office in elementary school in Crete, 20 miles south of Chicago, near the Indiana border. The room is divided into a library area, materials/production area, and an area for relaxing and talking.
- Participation:** Inservice and volunteer participation by teachers, aides, administrators, counselors, principals, and parents from local public and parochial schools.
- Fees and Credit:** Free. Graduate credit courses arranged through DePaul University for certain programs.

Affiliation: Illinois Office of Education; Crete-Monee School District 201-U, and Crete-Monee Education Association (an association of local teachers). The Center is a member of the Chicago Consortium of Colleges and Universities.

Support: Title IV-C, ESEA and Crete-Monee School District.

**Decision
Making:**

Decisions are made by the director with counsel from PDC steering committee. The committee, which acts in an advisory capacity, meets periodically to discuss the progress of the program and to provide direction in its development. Composed of 16 members, it represents a cross-section of 201-U teachers and administrators, the school board, the Crete-Monee Education Association, and participating parochial schools.

Origin: The idea for the Center originated with Superintendent John D. Savage, and was developed by Ronald Falbe under Title III funds. The Center opened in fall 1975.

Information: Flyers.

**MAINE TOWNSHIP
TEACHER LEARNING CENTER (TLC)**

**2500 Dempster Avenue
Des Plaines, Illinois 60016**

(312) 297-0822

Director: Barbara Tafelski

Hours: Tuesday, Thursday, Friday, 10-6; Wednesday, 12-9; Saturday, 10-4.

Program: After-school, Wednesday evening, and Saturday workshops are offered with the Consortium of Colleges and Universities (a group of higher education institutions in the Chicago area offering joint programs). Most workshops and other activities involve curriculum suggestions, ideas, or games to use in the elementary classroom. Teachers can select from 40 workshops or workshop series (for example, a three-session series on values clarification or two sessions on creative writing) offered each year. This year, the Center will offer a five-session science module in conjunction with National College. Summer sessions (five days, five hours instruction each day) are held in areas such as "The Management of the Instructional Process."

On a drop-in basis, participants use the resource library and equipment, make curriculum materials, and consult with staff. After-school inservice workshops, given by arrangement with school districts, are held at the Center on topics such as the Bicentennial, and metrics. "Institute days," scheduled by arrangement with the district, provide specific activities/workshops.

Resources: Large workshop room, cardboard carpentry shop, kitchen, duplicating room, large class meeting room, resource library, games display, laminating machines, seal press, copier, ditto and transparency maker, mimeograph, swap shop (where teachers can exchange scrounged materials), materials for games-making are for sale.

Staff: Barbara Tafelski, full-time director.

Setting: Located in a one-story office building in Des Plaines, a suburb five miles northwest of Chicago.

Participation: Preschool through junior high public, private, and parochial teachers mostly from the Maine Township areas. All participate on volunteer time. University students in teaching methods courses also attend the Center.

**Fees and
Credit:**

Materials fee for workshops. Inservice workshops earn district credit. Graduate credit available from National College of Education or De Paul University.

- Affiliation:** Cook County Schools, Superintendent Richard J. Martwick's office.
- Support:** Cook County Schools, Superintendent's office; Illinois Education Association (IEA), Wieboldt Foundation, Chicago Community Trust, University Oil Products, assistance from small community groups, income from sales of materials.
- Decision Making:** Governing board of Illinois Education Association teachers and representatives from Superintendent's office; advisory board of education and community leaders.
- Origin:** Teachers from three school districts visited the Teacher Curriculum Work Center (TCWC) in Chicago in 1974 and decided to start their own center. Barbara Tafelski was an intern at TCWC for six months before beginning as director in August, 1975.
- Information:** Brochure, monthly newsletter/calendar.

River Bluffs Teachers' Center
Glen Carbon School
Glen Carbon, Illinois 62034

Belleville Area Teachers' Center
25 South 9th Street
Belleville, Illinois 62221

St. Louis Area Teachers' Center
New City School, Waterman at Lake
St. Louis, Missouri 63108

TEACHERS' CENTER PROJECT

Box 122
Southern Illinois University
Edwardsville, Illinois 62026

(618) 692-2118 and 692-3086

Director: Thomas C. O'Brien

Hours: River Bluffs: Tuesday, 4:30-7. Belleville: Wednesday, 4:30-7. St. Louis: Thursday, 4:30-7.

Program: The Project currently sponsors three Centers. "Rather than offering occasional workshops or the customary inservice type of teacher training, the Centers provide for ongoing, collaborative interchange and research by teachers." At all Centers, teachers meet one afternoon each week in 12-week sessions. They conduct "informal, organic, grassroots, continuing, collaborative work sessions by teachers working under the general umbrella of Piagetian research. . . . It is hoped that educators involved in the teachers' centers will construct a philosophical framework within which to work both intellectually and professionally."

Emphasis is placed on intellectual development, chiefly in mathematics and also in science and language. The Project sponsors guest lecturers and visits by scholars, and organizes a summer session in mathematics education, cognitive psychology, or other educational issues.

Resources: Library of books, journals, videotapes, and films; mathematical equipment.

Staff: Tom O'Brien, director; Shirley Casey, part-time leader at Belleville Center. Center participants hold activities informally on a volunteer basis.

Setting: River Bluffs group meets in a classroom in a public school in Edwardsville. Belleville has its own one-room facility. The St. Louis Center is housed in an independent school classroom. All three locations are in the St. Louis metropolitan area, about 20 miles from each other.

Participation: Greater St. Louis area teachers, ranging from preschool through university faculty, volunteer their time.

Fees and Credit: Free. Graduate credit optional through Southern Illinois University.

Affiliation and Support: School of Education, Southern Illinois University at Edwardsville. Support is also provided by the National Science Foundation and the Louis D. Beaumont Foundation.

Decision Making: By consensus of participants.

Origin: The Project began in 1972 as an outcome of an SIU course. It grew from an informal get-together of teachers, interested in improving what they were doing in their classrooms, into three groups and seminar series.

Information: O'Brien, T.C. "Diary of a Teachers' Center." Teachers' Center Project. Edwardsville: Southern Illinois University 1974, 50¢. A different version of this paper, "Diary of a Teachers' Centre," appeared in the British quarterly *Mathematics Teaching*, no. 72, September 1975, pp. 42-45.

O'Brien, T.C. "The Teachers' Center Project." Teachers' Center Project. Edwardsville: Southern Illinois University, 1976, 50¢.

The Project has an extensive videotaping and publications program. A list of publications is available on request.

TEACHER OPERATED CENTER (TOC)

1401 Greenwood Road
Glenview, Illinois 60025

(312) 724-7000, ext. 28

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- Director:** Cheryl Christensen
- Hours:** Monday through Friday, 8:30-5. Open during scheduled workshops, evenings, and Saturdays by appointment.
- Program:** "The goal of the Teacher Operated Center is professional growth, as defined and designed by Glenview teachers." All programming in the Center is generated as the result of teacher requests. Daytime, after-school, evening, and Saturday activities include: lecture and/or make-and-take workshops presented by Glenview teachers and/or out-of-district consultants; open workshops and drop-in to use materials and equipment in the Center; graduate courses and workshops for credit; opportunities for sharing ideas and skills. Sample workshop topics include mental health, cooperative learning, math activities, crafts, using media, and proposal writing. The Center helped plan a township-wide teachers' conference for March, 1977.
- Resources:** Professional library, resource books, curriculum samples, laminating machine, drymount press, work tables, audiovisual equipment. Teachers have access to certain district services and equipment.
- Staff:** Full-time coordinator, Cheryl Christensen.
- Setting:** Large, colorful room located in the modern administration building of Glenview School District #34, in a residential neighborhood of Glenview, a northern Chicago suburb.
- Participation:** Teachers, mostly elementary, from public and private schools in Glenview attend the Center on volunteer and release time. The Center is also used by preschool teachers, administrators, parents, students, preservice students, community groups, day-care workers, social workers, and school support staff.
- Fees and Credit:** Free. Graduate credit and professional growth credit for salary increment available for some workshops and courses in cooperation with National College, Evanston, Illinois.
- Affiliation:** Glenview School District #34.
- Support:** Glenview Community Consolidated District #34, as part of the Educational Services Department's Curriculum Inservice Program.

**Decision
Making:**

TOC inservice committee, including teachers from each K-8 school in Glenview, meets at least bimonthly to make planning decisions.

Origin:

The Center opened in 1973 with Title III, ESEA funding, as a result of a proposal submitted by a district teacher/doctoral candidate. The proposal was based on an in-depth needs assessment conducted throughout the area.

Information:

Brochure, flyers, monthly calendar.

THE JEWISH TEACHER CENTER

161 Green Bay Road
Wilmette, Illinois 60091

(312) 251-6950

Director: Dolores Solovy

Hours: Monday and Thursday, 9-5; Tuesday, 9-9; Sunday, 12-4. Friday by appointment. Open evenings for scheduled activities.

Program: "The Jewish Teacher Center grew out of the desire to create motivating, individualized, teacher-made learning materials in an area where little existed to complement textbook teaching." The Center has created many materials which may serve as models for other ethnic or minority groups.

Jewish day and afternoon schools schedule inservice in the Center. Daytime, evening, and Sunday workshops are for individual teachers, parents, or groups. Workshops are also given for Jewish camp and community center staffs. Principals and school board members come to the Center to work with teachers and staff in a given curriculum area or to talk about staff development.

Out-of-town workshops in materials-making are scheduled by Jewish schools or school boards for their classroom teachers. The "Jewish Teacher Center on Wheels" takes the staff into small towns in Illinois, Michigan, Wisconsin, and Indiana to assist in curriculum development and materials-making.

The Center sponsors an internship program for college students interested in education, and for people starting Jewish teacher centers. Both programs range from two-week to three-month training periods. Staff also provide advisory services for people who want to start centers (including Chicago parochial school teachers and ethnic or minority teachers). In-depth summer seminars, which bring in participants from across the country, are offered by the Center.

The Center is open on a drop-in basis for conversation, sharing ideas, making teaching aids, or for curriculum consultation. Parents, teachers, and children come to the Center to learn together on Sundays.

The Jewish Teacher Center has a sister center, Lamoreh, in Jerusalem, Israel. Lamoreh has the same type of programming, advisory for teachers, and teacher-made materials as the Jewish Teacher Center.

Resources: Triwall room, workroom, curriculum display area, office, resource/reference room, library; games, picture file, laminating machine, audiovisual equipment, paper cutter, photo copystand.

- Staff:** Director; four full-time staff (administrative coordinator, curriculum coordinator, Hebrew specialist, secretary); seven part-time staff for materials development. Staff use a team approach to present workshops, make materials, and conduct other work of the Center.
- Setting:** 2500 square feet in a professional building six blocks from the train station in Wilmette.
- Participation:** Orthodox, Conservative, and Reform teachers and principals from afternoon and day schools, K-secondary, attend on volunteer time and release time for inservice workshops. Parents and elementary students also attend.
- Fees and Credit:** Participants may contribute a voluntary membership fee of \$6 per year which allows them free enrollment in an unlimited number of workshops. Individual workshops are \$3 each plus minimal fee for materials. Two-week summer seminars cost approximately \$40.
- Affiliation:** Independent, nonprofit organization.
- Support:** Private foundation; income from membership and workshop fees.
- Decision Making:** The staff make day-to-day decisions. Input from the teacher advisory board and from teacher participants is used in program planning.
- Origin:** With the model of the Wilmette Teacher Center in mind, Dolores Solovy contacted teachers around the country to design materials for Jewish classes. Using prototypes developed at the Wilmette Center, 20 teachers spent a summer making non-text, student-centered, individualized learning materials to be used in the proposed Center. The Center opened in September 1975.
- Information:** Flyers.

THE TEACHER CENTER

415 Green Bay Road
Wilmette, Illinois 60091

(312) 256-6056

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- Director:** Dolores Solovy
- Hours:** Tuesday and Thursday, 1-9; Wednesday and Friday, 9-5; Saturday, 9-3.
- Program:** The Center places emphasis on an open, integrated approach to curriculum, and on creating a warm, supportive environment for teachers. Workshops held Tuesday and Thursday evenings and on Saturdays carry optional credit, and range from topics in curriculum areas (stressing experiential, discovery, and hands-on learning) to sessions on interpersonal relations in the classroom, child development, and communication problems. Summer workshops cover these same topics in greater depth.
- Teachers use the Center on a drop-in or scheduled basis to make games and learning aids, browse, talk with other teachers, and consult with staff.
- Inservice programs and daytime workshops can be specially designed for a school staff, university class, or other organization. One Saturday a month is an Interaction Day, when parents, teachers, and children come to work and play together. Education professors from local and out-of-town colleges bring their preservice classes to the Center, primarily to give them experience in developing curriculum materials.
- Resources:** Cardboard carpentry area, curriculum display and workshop rooms; teacher-made games and selected commercial materials, recycle shop, paper cutter, laminator, drymount press, ditto, thermofax, xerox, slide, film, and overhead projectors. The store sells a select number of books as well as materials for making games.
- Staff:** Director, five full-time staff, five part-time staff (two cardboard carpenters, two classroom teachers, and a recycle specialist). The staff generally work as a team, sharing responsibilities and workload.
- Setting:** Located in old auto body shop (5000 square feet) four blocks from the train station in Wilmette, a northern suburb of Chicago on Lake Michigan.
- Participation:** Elementary and junior high teachers from Chicago's suburban and city schools come alone, or with their students. Day-care and preschool teachers, aides, paraprofessionals, parents, professors of education, and preservice students also participate. An informal group of principals and administrators meet in the Center to discuss issues relating to their work. Most teachers attend on their own time.

- Fees and Credit:** Voluntary membership fee of \$10 per year entitles participants to a 30% discount on workshops. Workshop fees are generally \$4 for nonmembers, plus a minimal materials fee. Workshop credit is available through National College of Education or Northeastern Illinois University. Teachers completing 14 single-session workshops may earn three semester hours graduate credit. Courses (8-10 weeks) for two semester hours graduate credit are also offered.
- Affiliation:** Independent, nonprofit organization.
- Support:** Private foundation; income from membership fees, workshop fees, bookstore and recycle shop.
- Decision Making:** Day-to-day decisions are made by staff. Advisory board made up of teachers and principals gives input on program planning.
- Origin:** Dolores Solovy took a leave of absence from teaching and got together with other teachers in the area who had expressed the need for a teachers' center. Teachers from several neighboring districts were invited to help set up curriculum displays and share their learning materials. The Center, which opened in 1974, grew out of this activity.
- Information:** Flyers, poster/brochure.

SCIENCE AND MATHEMATICS
CURRICULUM EXPLORATION CENTER
(SMCEC)

618 Franklin Square
Jeffersonville, Indiana 47130
(812) 282-8491

- Directors:** Kenneth Potts and Tom Pagan
- Hours:** Monday through Friday, 8-5; Saturday by appointment.
- Program:** The Center loans science materials and runs workshops and graduate courses so that local educators can explore new materials in science, math, and metrics. Teachers are also invited to consult with staff at the Center.
- An "exploratory loan" program allows teachers to borrow instructional materials such as calculators and computers from the resource library for trial teaching in the classroom. In the workshop, teachers can make their own materials, such as balance beams and trundle wheels; they may also develop their own equipment necessary to teach a hands-on science or math unit based on teacher guides from nationally developed curricula. "This exercise is frequently the beginning of true inquiry teaching by workshop participants." The Center attempts to develop its belief that science is primarily "a way to learn—not a collection of facts."
- Resources:** Workshop, tools, science and mathematics materials resource library (classroom quantities), calculators, computers, large and small meeting facilities.
- Staff:** Kenneth Potts, science consultant; Tom Pagan, mathematics consultant; secretary; all full-time.
- Setting:** Located on the first floor of a former high school, with access to the old cafeteria, seating 200. Jeffersonville, Indiana, is just north of Louisville, Kentucky.
- Participation:** Elementary and secondary teachers and administrators from private, public, and parochial schools and colleges in 15 counties in southeastern Indiana. Teachers attend on both volunteer and release time.
- Fees and Credit:** Free to everybody. Graduate credit for workshops, through Indiana University.
- Affiliation:** Greater Clark County Schools.
- Support:** Title IV-C, ESEA (to be discontinued July, 1977). The Center is changing over to cooperative support from subscribing school districts and monies from the Indiana Department of Public Instruction. SMCEC plans to expand

its curriculum offerings and add services such as a film library and computer services.

**Decision
Making:**

SMCEC advisory committee, composed of teachers, administrators, college personnel, and consultants from the Indiana Department of Public Instruction.

Origin:

Originated by Jerry Colglazier, a senior consultant in the Division of Curriculum at the Indiana Department of Public Instruction.

Information:

Resource catalogues, periodic newsletters, notification of upcoming workshops and conventions to schools in service area.

**THE COMMUNITY LEARNING CENTER
(CLC)**

**1204 Oread Avenue
Lawrence, Kansas 66044**

(913) 841-3122

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- Director:** Bob Hubert
- Hours:** Monday and Wednesday, 4-6; Tuesday, 7:30-9:30 (planning meeting); Saturday, 9:30-12 (workshops).
- Program:** This is a new Center interested in discovering "new ideas, learning materials, resource people, creative teaching methods, new learning environments, new skills, learning centers, games." It sponsors a series of make-and-take Saturday fairs and workshops for children, teachers, and parents.
- The Center is open on a drop-in basis to make low-cost materials from recycled items, and to consult with Center staff. The director has a consulting contract with a school district to develop an inservice environmental studies program including learning-by-doing activities.
- The Center is interested in developing the "clearing house" idea. Lawrence has many educational groups and agencies, and the Center hopes to serve as an information resource, breaking down isolation among groups.
- Resources:** Resource library currently being assembled; recycle materials (paper, cardboard, magazines, wood, containers); group and individualized subject materials; access to "life-improvement" materials (e.g., life planning, Christian and world religions, meditation, and nutrition) through the Free University and other organizations; office equipment.
- Staff:** Three part-time staff members: Bob Hubert (science), Sylvia Scobie (art), and Dee Tollar (social studies and secretary).
- Setting:** Located in the United Ministries building one block north of the University of Kansas student union. Lawrence is in northeast Kansas, 30 miles west of Kansas City. Saturday workshops and fairs are held in schools or at community centers in order to attract a wider group than a university audience.
- Participation:** Parents, teachers, students from public and private schools, preschool and day-care center leaders, student teachers from the University of Kansas and Haskell Junior College. All participate on volunteer time.
- Fees and Credit:** Workshops cost less than \$1 per workshop. Environmental studies course provides inservice credit.

Affiliation: Independent, nonprofit corporation.

Support: Income from workshop and consulting fees, sales of publications, inservice contracts.

Decision Making: Board of advisors currently consists of three persons representing the University of Kansas. The Center plans to recruit other board members from the Lawrence Public Schools.

Origin: In 1974, the Kansas City Learning Exchange held a fair in Lawrence attended by school district and university people. Bob Hubert, a private progressive school teacher interested in environmental education, became interested in the idea of a teachers' center. In response to needs expressed by teachers and others, he pursued the idea. Visits to the Kansas City Learning Exchange, the Mountain View Center for Environmental Education (Boulder), and the Greater Boston Teachers Center inspired him to work toward starting a center, which opened formally in fall 1976.

Information: Newsletter/calendar, brochure.

CENTER FOR INNOVATIVE TEACHING

**McDonough No. 6
4849 Chestnut Street
New Orleans, Louisiana 70115**

(504) 899-8642 and 288-6561, ext. 218

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- Director:** Michael E. Jolley
- Hours:** Monday through Friday, 3-5.
- Program:** The Center is a place where "teachers are encouraged to explore and use their imaginations." Drop-in and workshop sessions stress use of concrete materials in the classroom, and integrating activities to foster interdisciplinary learning. Study programs cover topics such as team teaching, the Nuffield approach in mathematics and science, classroom organization, and establishing learning centers. Teachers have the opportunity to study chosen areas of elementary curriculum at their own levels. Center staff also provide both inservice programs and follow-up work in schools.
- The Center is one of a number of teacher resources (another is the Teacher Resource Service) operating in New Orleans through the public school system. These services interact and form a mutual support network.
- Resources:** Audiovisual and filmmaking equipment, reprographic equipment, laminating presses, woodworking tools, ceramics equipment, potter's wheel, reference library, extensive curriculum materials.
- Staff:** Michael Jolley, director; Dorothy Drackett, consultant.
- Setting:** Set of renovated, cheerful rooms in a public elementary school at the corner of Chestnut and Lyons Streets in uptown New Orleans, near Tulane University.
- Participation:** Elementary public school teachers in open classrooms and open space schools; also, teachers in conventional classrooms looking for innovative ideas. These teachers, all from the New Orleans area, participate on release time for inservice programs, and on volunteer time. The school system provides substitutes for teachers to attend inservice programs and state inservice days. Parents, community members, university students, and children use the Center.
- Fees and Credit:** None.
- Affiliation and Support:** Orleans Parish School Board.
- Decision Making:** Staff, superintendents, and Orleans Parish School Board.

Origin: Established in March 1974 by Orleans Parish School Board as a response to teachers' professional needs.

Information: Brochure, curriculum bulletins.

TEACHER RESOURCE SERVICE

904 Orange Street
New Orleans, Louisiana 70130

(504) 561-5800

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- Directors:** Sue Brown, Eddy Marshman, and Gail Swan
- Hours:** Monday through Thursday, 3-5; Saturday, 10-2; other times by appointment.
- Program:** The Teacher Resource Service has a contract with the public school system in Orleans Parish to provide recycled industrial and household materials to teachers, and instruct them in the use of scrap and scrounge for curriculum materials. Workshops are held in the Center and inservice programs in the schools. Sample recycle workshop topics include metrics, paper-mache, stitchery, spelling, terrariums, and batik. Display areas show activities in mathematics, science, social studies, and language arts.
- The Center encourages drop-in use for teachers to share ideas and get materials. Public school teachers within the Parish may stock up on recycle materials at no charge. The Center also runs demonstrations for student teachers at five local universities; workshops for parents; and sessions on classroom organization and setting up learning centers.
- Resources:** Recycle materials, laminator, dittos, library, resource files of ideas and materials, van.
- Staff:** Three full-time coordinators, Sue Brown, Eddy Marshman, and Gail Swan, plus two part-time student interns from local universities.
- Setting:** Large, old two-story house (former home of Henry Stanley, journalist and explorer) on one corner of a vacant lot near downtown New Orleans and the Mississippi River Bridge. Ground floor houses office, workroom, and central scrounge warehouse; upper floor houses display areas and library.
- Participation:** K-12 public school teachers in Orleans Parish attend on volunteer and inservice time. Visitors from parochial and private schools welcome.
- Fees and Credit:** None.
- Affiliation and Support:** Orleans Parish School Board.
- Decision Making:** Innovative Education Coalition (IEC) board composed of teachers and community members. IEC is the parent organization for the Teacher Resource Service.

Origin: Grew out of a workshop in 1972 when teachers realized the need for instructional materials, and developed plans for a center under the auspices of the Innovative Education Coalition.

Information: Seasonal calendar.

INTEGRATED DAY PROGRAM

School of Education
University of Massachusetts
Amherst, Massachusetts 01003

(413) 545-3121 and 545-1587

Directors: Masha K. Rudman and R. Mason Bunker

Program: "Based on a specific psychological and philosophical rationale, the Program is committed to the ideal of helping learners at all levels become more self-directive and self-managing." The Integrated Day Program is a preservice, inservice teachers' center, consisting of several components:

(1) A competency-based preservice program, in which 20 students each semester intern in the classrooms of teachers who are students in the inservice component.

(2) These inservice teachers attend afternoon sessions in their schools. They also take courses and summer workshops at the University, and act as supervisors to the interns. Inservice teachers design their own courses to meet individual needs.

(3) Both components are served by doctoral students in the Integrated Day Program, which offers a comprehensive, individualized doctoral degree. Some of these students act as resource personnel, visiting classrooms, providing ideas and resources, coordinating meetings, and conferring with the teaching team.

By arrangement with school systems, staff provide assistance on open classroom concepts to principals and teachers not participating in degree programs. Staff also consult with school systems on the design of staff development programs.

Staff: Two co-directors, three faculty members, and doctoral students.

Setting: The Program's activities are divided among the School of Education, on-site work, and satellite centers/resource locations.

Participation: Students enrolled in the Program, and school systems throughout Massachusetts.

Fees and Credit: Programs lead to undergraduate and graduate degrees from the University of Massachusetts.

Affiliation: School of Education, University of Massachusetts. The Program also works closely with the school districts of Wellesley, Gateway Regional, Amherst, Springfield, Northfield, and Erving.

- Support:** School of Education. Contracts with school districts fund the work of Program resource people in the field.
- Decision Making:** Major decision making involves principals, teachers, school superintendents, and faculty. As staff members, faculty and doctoral students meet weekly for group decision making.
- Origin:** Established in 1969-70 under the sponsorship of the New England Program in Teacher Education as an inter-state staff development cooperative.
- Information:** *In Touch*, published quarterly, subscription \$3.50/year; single issue, \$1.

**NORTH SHORE EDUCATION CENTER, INC.
RESOURCE/RECYCLE**

**25 Sohler Road
Beverly, Massachusetts 01915**

(617) 922-0071

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- Director:** Julie Besser
- Hours:** Tuesday through Thursday, 3-5.
- Program:** After-school demonstration workshops, mostly using recycled materials, are designed to help teachers create a classroom aid, game, or activity, such as puppets, building with tubes, folder games, and cardboard print-making. Workshops are also given in movement, dance, and subject areas, including language arts, math and science. Drop-in use of the Center to talk with staff and make things is encouraged. Additional activities include inservice workshops held at the Center or at school-district sites.
- Resources:** Lending library, educational games, filmstrips, all types of recycle materials (industrial scraps, product overruns, leather, styrofoam, plastic), displays of recycle and curriculum ideas. Workshop room with space for up to 70 participants, work room for teachers' own projects, storage, library and lounge area, distribution room for recycle materials.
- Staff:** Full-time director, Julie Besser; half-time educational director, Marietta Lynch (supervises and organizes workshops); full-time resource director, Gary Sager (a Vista worker who runs recycle pick-up).
- Setting:** Several rooms in a former trade school warehouse owned by the Beverly Public Schools. The building and some facilities are shared with the Beverly Teachers Center (a resource facility for teachers in the Beverly Public Schools). Beverly is 20 miles northeast of Boston.
- Participation:** K-6 teachers from public, private, and parochial schools participate on volunteer time. Also crafts groups, community groups, parents, students, preschool and day-care center teachers. Most participants are from Essex County.
- Fees and Credit:** Credit for inservice workshops only. Workshop fees \$1-3 for materials. Yearly membership fee \$10 (\$5 for teachers in Beverly Public Schools). About half of the participating schools pay this fee for their teachers, and in the rest of the cases, teachers pay it individually. Discount of 25% on membership fees when 10 or more teachers from a school join. Membership entitles the individual to pick up one container of recycle materials free each week. Nonmembers pay \$2 per bin of materials.
- Affiliation:** Independent, nonprofit organization.

Support: Space donated by Beverly Public Schools. Income from yearly memberships, workshop fees, and sale of recycle materials, fees for contracted services. Resource director paid by Vista.

Decision Making: Board of directors made up of a total of about 15 teachers, administrators, and community representatives.

Origin: The Center was started in 1969 by seven people, including two teachers, a former teacher, and four school committee members. Initially, principals and teachers from the community offered inservice workshops. The recycle component began in March 1975 and has been the major activity for the past two years.

Information: Bimonthly newsletter/calendar.

**THE RESOURCE CENTER OF
THE CHILDREN'S MUSEUM**

**The Jamaicaaway
Boston, Massachusetts 02130**

(617) 522-4800

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- Director:** Jim Zien
- Hours:** Tuesday through Saturday, 10-5; Thursday, 10-9; Sunday, 10-5 (Museum shop and recycle center only).
- Program:** "Our particular concern is to help adults expand their resources and skills in providing active, rich learning opportunities for children in schools and other settings." The Resource Center offers drop-in recycle workshops on Thursday evenings on topics such as papermaking and bookmaking, preschool games, games-making, printing, weaving and fabric design, drama, China, and ethnic discoveries. Saturday afternoon workshops on non-recycle topics include creative drama, metrics, conceptual skills, and topics for adults and kids together, such as crafts for families. Special workshops for groups are also arranged.
- Other activities include the following: sales, through the Museum shop, of books, games, and materials developed by the Resource Center; a recycle center, which sells materials to the public; a kit rental department, with exhibit kits and curriculum units; collaboration with other educational institutions and systems in presenting programs; and inservice teacher training and community education.
- Resources:** Recycle workshop and store; workshop rooms with changing displays in science materials, crafts, and crosscultural education; audiovisual equipment; laminators, printing press, woodworking and triwall tools, darkroom, photo equipment, xerox, access to video, computers and computer terminals.
- Staff:** Staff of 15 (mostly full-time) including director, associate director, chief recycle organizer, resource librarian, program developers and assistant developers, graphic designer, shop manager, curator of collections, manager of rental department, administrator, and office staff. The staff of the Museum (about 75 people) are also available to help with certain Resource Center programs. In addition, the Center runs an internship program through which recent college graduates work at the Center for three-month periods.
- Setting:** Located in an old mansion adjacent to the Museum building in Jamaica Plain, an area of Boston.
- Participation:** Mostly volunteer time, plus some release time and inservice groups of preschool, elementary, and middle school teachers. Also education stu-

den's, day-care teachers, parents, and community program leaders from throughout New England.

**Fees and
Credit:**

Free drop-in to browse and look at library, but equipment is available only during workshops, which cost about \$3 per two-hour session. Recycle materials cost \$2.50 per bag, with group rates and membership discounts available. Rentals of kits vary from \$3-40. Small animals ("rent-a-rabbit") can also be taken out on loan for nominal fees.

Generally, no credit; however, certain programs may offer credit by arrangement with individual institutions.

Affiliation:

The Resource Center is affiliated with the Children's Museum, an independent organization.

Support:

The Children's Museum; business, industry, and government grants, usually for specific projects; income from recycle center, Museum shop, kit rental, membership and workshop fees; contracts with school systems and other educational institutions.

**Decision
Making:**

Director and associate director with input from staff. Museum board of trustees serves in an advisory capacity.

Origin:

Opened in 1967 as the Workshop of Things to acquaint teachers with techniques for stimulating classroom learning through the use of real materials. A grant from the Carnegie Foundation in 1969 helped the workshop expand into the current Resource Center. In 1975, to alleviate funding difficulties, the teacher workshops were consolidated into the programs of the Museum's Community Services Division.

Information:

Participates in Museum newsletter, published three times a year; monthly flyer to members; information packets.

TEACHER CENTER BROOKLINE

88 Harvard Street
Brookline, Massachusetts 02146

(617) 734-1111, ext. 319

Director: Muffy Paradise

Hours: Monday through Friday, 1:30-5:30.

Program: "The Center was conceived by a small group of teachers who felt the need for a place in the school community where teachers could meet, learn from each other, share skills, and help each other grow as teachers and individuals. [They thought] a Teacher Center would be a concrete way to overcome teacher isolation by providing a means for teacher support in the classroom across grade level or school lines. Moreover, teachers would be able to discover their own needs in learning so that they could make plans for meeting those needs, while at the same time sharing their skills with other teachers."

After-school workshops are held in arts and crafts, design, literacy skills (including book and papermaking, lettering, printing), and make-and-take. The Center offers consultation services, and the opportunity for participants to drop in for conversation and the sharing of ideas.

Resources: Resource library, active-learning curriculum display and supplies, printing and papermaking materials, duplicating and laminating equipment, wood and cardboard carpentry tools and materials, sewing machine, slide projector, typewriter.

Staff: Muffy Paradise, half-time resource teacher.

Setting: Two areas on an upstairs balcony in the Brookline Public Schools administration building, providing space for individual or group work, discussions, informal sharing and meetings. Brookline is very close to Cambridge and Boston.

Participation: Brookline public elementary teachers, administrators, and preservice students attend on volunteer time.

Fees and

Credit: None.

Affiliation: Brookline Public Schools and Brookline Educators Association.

Support: Brookline Teacher and Administrators Training Fund; materials costs provided by district directors of instruction and school principals; Brookline Educators Association.

**Decision
Making:**

Board of governors consisting of a resource teacher, representatives of all the schools within the Brookline Public Schools, district directors of instruction and principals, aided by three standing committees (administrative, program and evaluation, and funding), determines Center policy.

Origin:

The Center was initiated in 1974-75 by a group of teachers with support from the school district.

Information:

Monthly calendar.

Martin, Anne. "Teacher Center Brookline: A Local Approach to Professional Development." Brookline, Mass.: Teacher Center Brookline, May 1976.

GREATER BOSTON TEACHERS CENTER

**129 Mt. Auburn Street
Cambridge, Massachusetts 02138**

(617) 876-2790

Director: Edward Yeomans

The center formerly offered workshops on a wide range of topics to teachers and others in the Boston area. Currently, the Center is providing consulting services to help establish local teachers' centers, and long-term advisory services to elementary teachers and principals in the schools.

TEACHERS' RESOURCE CENTER

Administration Building
Franklin Public Schools
Franklin, Massachusetts 02038

(617) 528-5600

- Contact:** Charlene D'Onofrio
- Hours:** Tuesday through Thursday, after school.
- Program:** This new Center is wholly planned and run by teachers. After-school workshops demonstrating ideas and games are given by teachers. A back-to-basics movement in the district has resulted in an emphasis on reading, and making reading games. The Center is open on a drop-in basis for teachers to come and talk with each other.
- Resources:** Small library assembled with the help of the high school library director; teachers contribute classroom materials to a file of worksheets and workbooks; laminating machine, mimeo, paper, paint, scrap materials.
- Staff:** Teachers from five elementary schools staff the Center on a volunteer rotating basis.
- Setting:** Small room in the administration building of the Franklin Public Schools. Franklin is a small town 44 miles southwest of Cambridge.
- Participation:** Elementary teachers from five Franklin public schools participate on volunteer time. Middle and high school teachers occasionally attend the Center.
- Fees and Credit:** None.
- Affiliation and Support:** Franklin Public Schools; materials donated by local merchants and the recycle program of Boston Children's Museum.
- Decision Making:** Teacher committee and Franklin Public Schools, represented semi-officially by Lee Beck, a public school principal.
- Origin:** Greater Boston Teacher Center advisor Adelaide Sproul and former assistant superintendent Robert Cresto, together with eight teachers from Franklin, planned the Center in spring 1976, under a Teachers' Centers Exchange mini-award.

**RECYCLE FOR CHILDREN
AND THE LEARNING EXCHANGE, INC.**

**Mont Marie
Holyoke, Massachusetts 01040**

(413) 532-7742

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- Director:** Susan Markham
- Hours:** Tuesday through Friday, 12-5; Saturday, 11-3. Open evenings for scheduled workshops.
- Program:** The Center offers after-school and evening workshops for teachers and others who work with children to create positive change. Some workshops focus on eliminating race, class, and sex discrimination. Others explore the use of recycled materials in learning games, crafts projects, and science equipment. Teachers are free to drop in for make-and-take or for discussions and consultation with staff, who stress teacher support. Inservice workshops are held by arrangement with schools.
- Resources:** Lending library with books and curriculum materials, including alternative (for example, nonsexist) children's books, films and tapes, samples of equipment made with recycled materials, "skills bank" of people willing to teach or learn specific skills; laminating machine, paper cutter, hand tools, resource room, workshop area, recycle store.
- Staff:** Full-time director; teenagers from western Massachusetts work in the Center under the sponsorship of the Youth Work Exchange Program; senior citizens and others in the community volunteer to work in the Center.
- Setting:** The Center occupies a large space in the basement of a convent building between the towns of West Springfield and Holyoke, near Interstate 91 in western Massachusetts.
- Participation:** The main users of the Center are schools and children's programs in western and central New England. Teachers, parents, children and other community people also participate. Teachers mostly attend on volunteer time; release time for inservice workshops.
- Fees and Credit:** \$3 materials fee per workshop. Membership fee is generally 75¢ to \$1 per child per year. This fee allows teachers to fill up shopping bags of recycle materials for use with classes. Inservice credit is sometimes provided for workshops arranged with school districts. Credit is also available for certain work in the Center through the University of Massachusetts and other colleges in western Massachusetts.
- Affiliation:** Independent, nonprofit organization.

Support: Income from membership and workshop fees, recycle sales, and inservice contracts with schools. The Center's income, however, is not sufficient to provide an adequate financial base and its staff is seeking additional funds.

Decision Making: Advisory board of about 15 persons, representing the educational and industrial communities in the Pioneer Valley. The Center is collectively run and other interested persons in the community participate in the decision making process.

Origin: Recycle for Children was started in 1973, modeled after the Recycle Center at the Boston Children's Museum. The Learning Exchange was started in 1975 by Rose Shufelt, a Springfield teacher and former member of the Integrated Day Program at the University of Massachusetts at Amherst.

Information: Flyers, newsletter.

THE ADVISORY FOR OPEN EDUCATION

Highland Road
Lakeville, Massachusetts 02346

(617) 947-6166

Director: Alian Leitman

The Advisory on Sherman Street in Cambridge is closed. Allan Leitman, Cornelia Voorhees, and Fran Moulthrop are working as a "video advisory team" in Massachusetts Hospital School in Canton (about 20 miles south of Boston). The team also consult and train, specializing in work with videotape. Working with television camera and monitors, "we provide a way for physically impaired kids to experience themselves experiencing." Video projects include work with emotionally disturbed adolescents, a natural science series on the life cycle of animals, and work with Head Start trainees. Idea sheets, booklets, occasional papers, and films developed by the Advisory are available, as are new materials in video. Write for publications list.

**WORKSHOP FOR LEARNING THINGS
(WLT), INC.**

**5 Bridge Street
Watertown, Massachusetts 02172**

The Workshop for Learning Things is under new management and has become primarily a sales organization handling apparatus and curriculum materials, including those designed by former WLT designer/educators. *Our Catalog*, published annually, is available on request.

George Cope, a former partner, can be reached at 33 Green Street, Milton, Massachusetts 02186.

**THE DETROIT CENTER
FOR PROFESSIONAL GROWTH AND
DEVELOPMENT**

**Room 155, College of Education
Wayne State University
Detroit, Michigan 48202
(313) 577-1756**

Director: Jessie Kennedy

Hours: Monday through Friday, 8:30-5. Open evenings and Saturdays for scheduled workshops.

Program: "We have no preconceived ideas of what teachers really want. The Center will be one place where teachers having difficulty can admit it and ask for help." Three kinds of inservice encourage teachers to "explore, experiment, innovate, develop, take initiative," and identify their own training needs:

(1) Field consultant services, to which "any school staff, professional or paraprofessional organization, group of staff members, or individual with a significant, documented need" may forward a request for Center consultant services. Assistance ranges from help to a primary teacher newly assigned to a combined 6-7-8 class, to help for several regions launching a competency-based program.

(2) Reading and mathematics resource laboratories offering sample curriculum programs and equipment; diagnostic and evaluation instruments; opportunities for research; exhibits; lectures; and workshops (for instance, metrics, place value, geoboards, secondary reading comprehension).

(3) Demonstration and research centers in one elementary, two middle, and one high school, where Wayne State education students are assigned. An inservice specialist from the Center works full time in each building.

Resources: Field consultant services provide consultants from a list of available experts at Wayne State, Detroit public schools (including teachers), Wayne Intermediate School District, and all colleges in southeastern Michigan. The reading and math resource labs offer library, curriculum materials and equipment for demonstration and practice, testing instruments.

Staff: Jessie Kennedy, director; Theresa Lorio, assistant; Doris Chenault, field consultant services; John Camp, math lab; Carol Stenroos, reading lab; four inservice specialists at the demonstration schools.

Setting: Center office and reading and math labs are in the College of Education building at Wayne State University near downtown Detroit, but many workshops take place in schools. Demonstration and research center schools are Guyton Elementary, Farwell and Pelham Middle, and Northwestern High.

Participation: Teachers and paraprofessionals, administrators and supervisors, as whole faculties, in groups, or individually, participate mostly on volunteer time, some on release time. Some funds are available for substitute service.

Fees and Credit: Free. Most programs do not currently carry credit. A pilot credit course in reading is being offered, with graduate credit available through seven cooperating universities. The Center intends to offer other credit courses.

Affiliation: Wayne State University and Detroit Public Schools.

Support: Michigan Office of Education.

Decision Making: Governance board composed of president, Detroit Federation of Teachers; president, Detroit Organization of School Administrators and Supervisors; dean, Wayne State College of Education; superintendent, Detroit Public Schools; and superintendent, Wayne County Intermediate School District. The board sets policy and approves staffing and programming; any board member can veto any program.

The board is advised by a representative from the state education department and by an advisory committee representing 25 educational organizations and institutions, such as PTA, school board, regional superintendents, and other colleges. Ad hoc committees on reading and mathematics advise Center staff and Wayne State faculty on activities for the reading and math labs, and another committee advises on Center evaluation. All Center programming is informed by computerized data generated from inservice needs surveys circulated to teachers, paraprofessionals, and administrators. Field consultant services give preference to requests for help which coincide with the priorities identified in the survey.

Origin: Michigan Office of Education interest in a state-wide teacher center program over the past four years culminated in designation of Detroit as a pilot project, and the bodies now represented on the governance board designed the Center over a period of more than a year. It opened in November 1975.

Information: Brochure.

Workshop Center:
8111 South Westnedge
Portage, Michigan 49081

**THE INSTRUCTIONAL DIVISION
KALAMAZOO VALLEY
INTERMEDIATE SCHOOL DISTRICT**

1819 East Milham
Kalamazoo, Michigan 49002

(616) 381-4620

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- Director:** Ronald Sergeant
- Hours:** Instructional Division: Monday through Friday, 8-5. Workshop Center: Monday through Friday evening, 5-9.
- Program:** The Division's purpose is to "assist the school districts in developing a series of programs that will foster the growth of professional staff members and keep them acquainted with new and important changes in education." Teachers and administrators attend after-school and evening seminars and workshops at the Workshop Center, the Instructional Division, and in district schools. Topics include creative movement, language arts, teaching the reluctant learner, primary mathematics, individually guided education, learning disabilities, and open education. Participants use the Workshop Center on a drop-in basis to make materials, work on individual projects, and share ideas and problems. When invited, Division staff consult with school or district personnel about new curriculum developments, assist them in designing, teaching, and implementing inservice programs, and offer in-classroom advisory.
- Resources:** The Workshop Center has laminators, drymount press, darkroom reprographic equipment, professional library, curriculum materials displays. Teachers have access to other district services, such as media and graphics.
- Staff:** The Instructional Division has 11 full-time professional staff members, and five full-time nonprofessional staff members. A media worker runs the Workshop Center. Workshops are run by Division staff and outside consultants and specialists. The Division is developing cadres of teacher-specialists and training them to lead workshops.
- Setting:** The Instructional Division is housed in the headquarters of the Intermediate School District. The Workshop Center is located in Portage, a Kalamazoo suburb, about two miles from the Instructional Division; it occupies space in the media center allocated by the Portage School District. Both are close to the airport, in southeastern Kalamazoo, which is in southwestern Michigan.
- Participation:** K-8 and some secondary teachers and administrators from 39 school districts volunteer their time.
- Fees and Credit:** Schools, districts, educational organizations, and individuals may become members of the Instructional Division. Educators from member organiza-

tions have access to all programs and services and pay workshop fees of \$3-10 per session. A few districts grant professional retraining credit for Division programs, and some courses are offered for credit through Western Michigan and Michigan State Universities.

Affiliation: Kalamazoo Valley Intermediate School District.

Support: Kalamazoo Valley Intermediate School District. Also, workshop and membership fees. Districts and schools pay membership fees at the rate of 25¢ per child. Some Division staff supported by state and federal grants.

Decision Making: Each of the five counties served by the Instructional Division has a 20-member advisory committee, composed of teachers and administrators, to assess professional development needs throughout member school districts. A 14-member governance council, composed of seven teachers and seven administrators, is drawn from these advisory committees. Feedback and requests for programs are provided by subcommittees of teachers for each program component offering workshops and advisory services.

Origin: The Regional Enrichment Center Advisory Team, under the leadership of Ronald Sergeant, was developed from a 1971 ESEA Title III project on open education. When this project ended in 1974, the Kalamazoo Valley Intermediate School District formed the Instructional Division. The Workshop Center opened in January 1975.

Information: Calendars, flyers announcing workshops. The Center publishes *Alternative*, a monthly newsletter containing articles on educational issues, ideas, and reports on workshops, \$4.50/8 issues.

TEACHERS' CENTER

Center Line Public Schools
24580 Cunningham
Warren, Michigan 48091

(313) 758-5460

Contact: Agnes Christie

Hours: Monday through Friday, 8-3:30. Open later on request.

Program: Inservice staff development programs are offered through the Center in several ways. Learning consultants provide curriculum advisory services in schools and at the Center. Daytime and after school workshops are held at the Center in topics such as career education, metrication, creative writing, oral history, first aid, and community studies. Participants drop in to examine resource materials, and for make-and-take. The Center runs sessions and conferences in response to suggestions and requests by teachers and school personnel.

This year the Center is addressing the difficulties facing displaced teachers, who, due to declining enrollments, are reassigned outside their fields of expertise. It is developing and offering a series of workshops focusing on retraining, in conjunction with Macomb Intermediate School District.

Resources: Sample curriculum materials, laminators, duplication equipment, scrounge materials.

Staff: Maggie Kelly and Judy Hartz, full-time learning consultants; Agnes Christie, full-time secretary.

Setting: The Center occupies a spare room in an elementary school in Warren. Warren and Center Line are neighboring suburbs, about eight miles northeast of downtown Detroit.

Participation: K-12 public and parochial teachers, administrators, aides, parents, school district superintendent and board members, from Warren and Center Line, use the Center. Participants attend on both volunteer and release time. The district provides substitute teachers for certain inservice activities.

Fees and Credit: \$1 registration fee for most workshops. No credit; past courses held in conjunction with Wayne State University have carried graduate credit.

Affiliation and Support: Center Line Public Schools. Title I, ESEA, also provides support.

**Decision
Making:**

Title I advisory committee, composed of parents, teachers, and administrators, directs the Center.

Origin:

District learning consultants, employed under Title I, needed space and equipment to facilitate their in-school work. To meet these needs, the Center was established in 1975 with support from the school district.

Information:

Flyers.

MINNEAPOLIS PUBLIC SCHOOLS/
UNIVERSITY OF MINNESOTA TEACHER
CENTER (MPS/UM)
155 Peik Hall
University of Minnesota
Minneapolis, Minnesota 55455
(612) 376-4580

Director: Fredrick V. Hayen

Hours: Monday through Friday, 8-4:30.

Program: "The Teacher Center is a vehicle to improve the preparation and renewal of educational personnel, and assist lay people interested in the improvement of educational services. . . . [It] is not to be viewed as a physical facility or a resource center, though it serves these ends in limited ways. It is a neutral ground for effecting the needed integration of human resources necessary for comprehensive renewal in the schools."

The Center is a city-wide service agency for Minneapolis Public Schools, with a primary responsibility to assist schools developing alternative programs, specifically in the southeast Minneapolis cluster of elementary and high schools. It serves as a program development agency for the University of Minnesota College of Education and attempts to bridge the College's development efforts with personnel and programs in schools.

Several development projects are supported by the Center, including studies in integrated curriculum, mathematics, action learning (outside school), alternative program teacher training, British-American exchange program, and multimedia orientation to an open school.

Three satellite centers are sponsored by the Teacher Center. Each work with a cluster of alternative schools as a primary inservice support agency, establishing training priorities and procedures for attaining goals within schools. The Center also houses a Teacher Corps project, and the Exchange, a National Diffusion Network project disseminating innovative practices in education.

Resources: Access to public schools' equipment including xerox, media center, films, professional library.

Staff: Fred Hayen, director; Alan Sweet, assistant director; three area coordinators; support staff for satellite centers and other projects.

Setting: Central offices and meeting lounge are located in the College of Education building near the University Avenue gate of the main campus.

Participation: Elementary and secondary school teachers in the Twin Cities area participate on release time. College of Education faculty, administrators, and students also participate.

- Fees and Credit:** Free. Graduate and recertification credit available through the University of Minnesota.
- Affiliation:** Minneapolis Public Schools, and the University of Minnesota College of Education.
- Support:** Minneapolis Public Schools; University of Minnesota College of Education; National Institute of Education; U.S. Office of Education (for Teacher Corps and National Diffusion Network projects).
- Decision Making:** A parity group of teachers, administrators, and community members representing the University and the school district is responsible for administering the Center. Within each satellite center, advisory boards representing teachers, administrators, and community make decisions about staff and programs.
- Origin:** The Center grew out of the Southeast Alternatives Program (Experimental Schools Program, National Institute of Education) and other efforts to develop relevant and effective education in the early '70s.
- Information:** Brochure.
- "An Overview of Alternative Education: Implications for a Teacher Center Model," February 1974; "In-Service Committee Guidelines and Policy for Proposals," 1974; "MPS/UM Teacher Center Goals, Objectives, and Services," March 1974; all published by the Teacher Center.
- Hayen, Fredrick V., and Shryer, Margaret. "The Teacher Center." In *SEA Journal* 1971-76, edited by Sally French, pp. 32-39. Minneapolis: Minneapolis Public Schools, 1975.

THE TEACHER CENTER

Walnut Grove School
1248 North Florissant Road
Ferguson, Missouri 63135

(314) 595-2369 and 595-2370

Directors: Sally Caldwell and Kay Werner (on leave of absence)

Hours: Open during school hours, and scheduled evening, weekend, and summer workshops.

Program: "The Teacher Center offers a staff development program which individualizes and personalizes teacher training. This includes identifying specific trainer competencies of persons within and out of the district to serve as advisors and leaders; planning and implementing seminar sessions and curriculum development workshops based on teacher-identified needs; identifying and selecting research and development projects which meet local needs; conducting awareness activities in new methods and materials by providing mini-workshops."

Daytime, evening, weekend, and summer programs cover a range of topics including metrics, elementary school mathematics, role-playing and simulation games, exceptional individuals, and individualized reading programs. The Center coordinates all inservice programs for the district, including elementary inservice for teachers on early dismissal days. It trains substitute teachers to replace classroom teachers attending Center programs, and also trains instructional aides. In collaboration with the University of Missouri at Columbia and at St. Louis, the Center is initiating a teacher training program for student teachers assigned to the district. Drop-in use of the Center for make-and-take and consultation is encouraged.

Resources: Curriculum library, audiovisual equipment, classroom supplies (poster-board, pizza wheels, etc.).

Staff: Sally Caldwell, director; Kay Werner, director (on leave of absence); Robin Johnson, co-director, is temporarily replacing Kay Werner.

Setting: A three-pod open classroom in K-4 elementary school, in Ferguson, a suburb of St. Louis.

Participation: Elementary and secondary teachers from the school district participate in voluntary inservice programs. The Center also runs mandatory district training programs in two schools.

**Fees and
Credit:**

Teachers from designated ESEA Title IV-C schools are paid a stipend of \$5 per hour for their participation during non-contract time. Alternatively, a

teacher may be released from class (a substitute will then be paid for by the district). In July 1977, all 30 district schools will be eligible for either stipend or release time.

Courses sponsored solely by the Center do not carry credit for salary advancement. Increment credit is provided, however, for courses organized by the Center and affiliated with the University of Southern Illinois.

Affiliation: Ferguson-Florissant School District.

Support: Title IV-C, ESEA provides half the Center's funding; the Ferguson-Florissant School District provides the other half.

Decision Making: Teachers' needs are identified and assessed, and these needs are expressed through a needs committee, composed of groups of classroom teachers from each of the 17 (30 as of July 1977) buildings participating in the program. A steering committee, composed of one elementary principal, one secondary principal, five elementary teachers, five secondary teachers, and the assistant district superintendent for curriculum, meets three or four times yearly.

Origin: Teachers and curriculum consultants, some of them connected with the district inservice committee, wanted to centralize inservice efforts and start a teachers' center. In 1975, Title III and district funding were secured for establishing the Center.

Information: Monthly calendar and quarterly newsletter. Also teacher-produced curriculum in various content areas, K-12. Center has sponsored and coordinated 35 curriculum projects to date. A curriculum list is available.

OLDHAM EDUCATION CENTER

**14220 East 35th Street
Independence, Missouri 64055**

(816) 833-0042

Contact: Joyce Gallagher

Hours: Monday through Friday, 9-6.

Program: This new Center offers a range of workshops, seminars, consulting services, and films related to its various components. The Center sponsors five federal programs:

(1) Secondary reinforcement of fundamental skills: a program developed to assist the secondary teacher in teaching basic skills to a selected group of "target students" (those with unsatisfactory grade averages).

(2) Title I remedial program: a compensatory education project in which elementary and junior high students receive remedial reading instruction.

(3) Education by objectives: a K-12 inservice curriculum development program to assist teachers in individualizing instruction. The scope and sequence of the program have been developed cooperatively by teachers.

(4) Discipline—a new model: a program for parents, students, teachers, and administrators on approaching problem situations and dealing with them.

(5) Operation Independence: an alternative school program for dropouts and potential dropouts who do not succeed in school because of a handicapping condition.

The Center also sponsors school district programs in reading, learning disabilities and behavioral disorders, and adult education.

Open workshops are held twice monthly for make-and-take. Specific workshops and sessions for making games and learning devices can be scheduled for faculty members of individual schools. Teachers may fulfill inservice day requirements at Center workshops.

Resources: Professional books and materials, textbooks, laminators, swap corner for scrounge.

Staff: Ten full-time coordinators/directors work on five programs; four secretaries assist full-time.

- Setting:** The Center is housed on the lower floor of a former elementary school in central Independence, a suburban town in the Greater Kansas City area.
- Participation:** K-12 teachers, administrators, parents, and students in the Independence School District attend on volunteer time. Teachers may receive a stipend of \$5 per hour for participation in certain programs.
- Fees and Credit:** Free. Teachers receive inservice credit or stipend.
- Affiliation:** Independence Public Schools.
- Support:** Titles I, IV-B, and IV-C ESEA; Independence Public School District.
- Decision Making:** Coordinators for each project are responsible for decision making.
- Origin:** The Center was established in August 1976 to provide a central location for workshops and other activities of the district's federal programs. Up to then, workshops had been held in schools and other institutions throughout the area.
- Information:** "Happenings," a monthly newsletter and calendar.

THE LEARNING EXCHANGE

2720 Walnut
Kansas City, Missouri 64108

(816) 471-0455

Director: Gail Johnston

Hours: Tuesday and Thursday, 9-8, Saturday, 9-3 (school year); Monday through Friday, 8:30-2:30 (summer).

Program: "The Learning Exchange is an educational supermarket . . . where adults and children participate in workshops, explore ideas, and create with materials in an atmosphere that supports the concept . . . 'I do, I understand.'" The Exchange provides encouragement to teachers to increase their responsibility for their own classroom environment, and to share new ideas and techniques.

After-school and Saturday workshops are held on varied topics designed especially for teachers, such as law in action, values in economics, time management, and motivation; and other workshops are offered for the whole family, such as "backyard history," "hometown tourist" (exploring urban neighborhoods), and self-made musical instruments. The Exchange also runs educational fairs, "workshops for kids," and a monthly interaction series presenting new ideas through films, lectures and books. Teachers and community members collaborate with the Exchange in designing new curriculum materials, such as the Economics in Action program and the Unseen City project.

Resources: Extensive workspace, special room for children, store selling materials and kits designed at the Exchange, library area, recycling center, cardboard carpentry tools.

Staff: Director, five full-time and two part-time staff members, three teachers on assignment from a school district interning at the Exchange, work-study students.

Setting: 10,000 square feet of warehouse space on one floor in downtown Kansas City near Crown Center. The Exchange is organized into activity centers and learning areas which are re-designed regularly.

Participation: Teachers (elementary and junior high), parents, and elementary students participate on volunteer time.

**Fees and
Credit:**

Contributing membership in the Exchange is encouraged, but not required. Workshops cost \$2-8, some with special family rates. The facility is open to the community at no charge other than cost of materials. College credit is

available through the University of Missouri, Kansas City; inservice credit is available for workshop attendance.

Affiliation: Independent.

Support: Funding sources include grants from local foundations, Junior League of Kansas City, businesses, individuals; membership, workshop and services fees.

Decision Making: Board of directors, consisting of educators, business and community leaders. Area advisory board is made up of a network of people from diverse areas of education, selected from several geographical locations and from various professional backgrounds.

Origin: The Exchange was founded in September 1972 by Gail Johnston and Mary Watkins, homemakers and mothers, both former classroom teachers.

Information: "The Exchanger," newsletter published six times a year, \$3.50/year, 50¢/back issue; Exchanger posters, 50¢.

THE EDUCATIONAL CONFEDERATION

4501 Westminster Place
St. Louis, Missouri 63108

(314) 367-2112

Director: Robert P. Mai

Hours: By appointment with Bob Mai.

Program: "The Educational Confederation seeks to promote, design and develop efforts at educational renewal." It includes more than 25 independent schools and institutions which collaborate with St. Louis metropolitan public school districts to consider new directions in education at the working level. "We feel that interaction between public and private educational sectors can result in mutual vitalization and growth . . . we see ourselves as a catalyst for renewal."

Activities include advisors in the public schools, conferences, and workshops; collaborative projects involving museums, art groups, private and public schools in curriculum development for arts-in-education; early childhood programs; an evaluation study by teachers who are recording and charting growth of responsibility in children.

Staff: Director, new projects assistant, secretary-bookkeeper. Four full-time, in-classroom advisors in public schools (Developmental Learning Program), one part-time advisor for independent early childhood schools, and two part-time advisors for an arts-in-education project.

Setting: Offices are located on the third floor of the Second Presbyterian Church in the West End near Forest Park. All projects are conducted in schools.

Participation: Elementary and middle school teachers in public and private schools, preschool and day-care teachers from St. Louis and its suburbs attend on volunteer and release time.

Fees and Credit: No fees. Credit available through area universities.

Affiliation: Independent.

Support: Danforth and Ford Foundations; Arts and Education Council.

Decision Making: Organizations belonging to the Confederation designate voting representatives to a board which meets monthly on matters of program, staff, budget, fund-raising, collaboration with the public school system.

Origin: Two independent schools joined forces to seek and share resources in 1970, and the next year, seven institutions incorporated as the Educational Confederation.

Information: Brochure.

Mai, Robert P. "Role of Advisors in Staff Development." *Educational Leadership* 34, no. 3 (December 1976): 175-176.

THE LEARNING CENTER

4504 Westminster Place
St. Louis, Missouri 63108

(314) 361-1908

- Director:** Emily Richard
- Hours:** Tuesday and Thursday, 9-7; Wednesday, 9-5:30; Friday and Saturday, 9-5.
- Program:** The Center is a place: "... where teachers can state freely and honestly their concerns and needs ... where teachers can explore openly a variety of ways and means of enriching and improving their teaching of children and be able to make mistakes ... where those advising and supporting teachers convey confidence that teachers be given responsibility for decision-making if they are to be accountable for the learning which occurs in their classrooms."
- The Center offers a prolific program of after-school and Saturday workshops in topics such as organization and change in classrooms, language arts, cooking, printing, weaving, informal math, and green plants. The Center plans multiple workshops for district, regional, and state teachers' organizations' inservice and conference days. It also runs custom-designed workshops on release time, after school, or on weekends, at the Center or at schools, for teachers and other instructional groups such as Follow Through. Teachers can bring classes to the Center for workshops by arrangement. The Center encourages drop-in use for counseling with staff and other teachers, and to make classroom materials.
- Resources:** Curriculum materials displays, supplies and workplace, store selling curriculum materials and educational books, recycle materials, cardboard carpentry shop, drill press and other power tools, drymount press, kitchen, house plants, and 575-seat theater.
- Staff:** Emily Richard, director; Jane Porter, program coordinator; secretary; custodian; extensive volunteer assistance. Workshop instruction is by teachers and other community talent.
- Setting:** The Center owns a spacious old building, formerly a women's club, in St. Louis' central West End near Forest Park and the Chase-Park Plaza Hotel.
- Participation:** Teachers, student teachers, school support staff and parents in the Greater St. Louis area, including Western Illinois as well as Missouri, participate in the Center. Teachers attend on volunteer or release time.
- Fees and Credit:** Workshops cost about \$5 per three-hour session. As a result of contracting with school districts, some programs are available as inservice without charge to teachers. (See "Matching fund program" under "Support.")

Salary advancement and/or inservice credit is available for many programs; graduate credit is available through Webster College. Center programs are accredited by a number of school districts in negotiation with teachers' associations for "inservice days."

Affiliation: Independent.

Support: Monsanto Fund, Missouri Arts Council, Ford Foundation matching grant, Arts and Education Council (for specific projects), funds from local foundations, business and industry; fees from contract services, income from store and newsletter, membership, workshop and materials fees, income received from outside use of facilities.

Matching grant program through which the Center receives funds from local sources, such as St. Louis Community Trust, Union-Electric, Ralston-Purina, and Missouri Arts Council. The Center uses these funds to match the money paid by school districts and teacher associations buying Center workshops for their teachers.

Decision Making: Board of directors composed of staff, teachers, and community members.

Origin: The Center began in 1970, growing from Emily Richard's work at the Elementary Science Study (Education Development Center, Newton, Massachusetts), her work in classrooms, and her subsequent pilot project at CEMREL's Curriculum Materials and Design Center, St. Louis. The Center was initially supported by CEMREL (Central Midwestern Regional Educational Laboratory) and by a four-year grant from Danforth Foundation.

Information: Newsletter published September through May, details Center offerings as well as other educational opportunities throughout the St. Louis area. It also contains book reviews and curriculum ideas contributed by teachers.

THE LEARNING CENTER AT SANTA FE

1519 Upper Canyon Road
Santa Fe, New Mexico 87501

(505) 983-9609

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- Directors:** Bob Lee, Manon Charbonneau, Ernest Painter
- Hours:** Monday through Friday, 3:30-5:30; Thursday, 1:30-5:30; Saturday 9-12.
- Program:** Our special interest and strengths are helping schools create curriculum materials suitable for *their* children in *their* environment." The Center provides workshops, drop-in use, creative learning experiences, consulting, and curriculum development in all subject areas. It sponsors after-school programs; courses during the winter school term; summer courses focusing on the "integrated day"; and Saturday noncredit workshops in response to teacher requests. Courses and workshops are held in topics such as papermaking, balances and balancing, triwall, letterprinting, photography, and filmmaking.
- Bicultural education and its role in maximizing the learning experience is stressed. Center staff offer skills gained through teaching in Native American schools, and run custom-designed programs in schools with large Spanish-American populations.
- Resources:** Triwall tools, darkroom, 8 mm projectors, drymount press, professional library (non-textbook) in all subject areas, extensive collection of math curriculum materials.
- Staff:** Bob Lee, director; Manon Charbonneau, secretary-treasurer; Ernest Painter, vice-president. Staff rotate positions every two years. University of New Mexico faculty act as consultants, and guest consultants and teachers visit the Center.
- Setting:** A set of large rooms in one building on the campus of a former preparatory school near the Santa Fe River in Santa Fe Canyon. The Center shares the campus with the New School at Santa Fe, and a group of potters and weavers.
- Participation:** Preschool through junior high teachers from public and private schools within a 35-mile radius of Santa Fe volunteer their time. State "teacher planning time" allows teachers to participate in inservice activities at the Center on Thursday afternoons.
- Fees and Credit:** Membership costing \$10 for six months entitles the member to one free Saturday workshop per month, and Saturday workshops thereafter at \$3 per session, plus a free newsletter. Nonmembers pay \$5 per Saturday workshop. University of New Mexico courses carry regular tuition fees.

Graduate, extension, and recertification credit available through the University of New Mexico at Albuquerque. Most Center activities are taken for credit.

Affiliation: Independent.

Support: Income from workshop, consulting, membership, and university contract fees.

Decision Making: Decisions are made by the staff, together with a board of advisors composed of teachers, principals, and community people drawn from the Spanish American and Native American communities.

Origin: The staff participated in the National Association of Independent Schools' Integrated Day workshops in Colorado taught by British teachers, and decided to continue that work in the Southwest. The Learning Center at Santa Fe began in fall 1973 and became a corporation in 1975.

Information: Monthly newsletter.

BAY SHORE TEACHER CENTER

Bay Shore Junior High School
393 Brook Avenue
Bay Shore, New York 11706

(516) 665-1700

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- Director:** William Fibkins
- Hours:** Open during school hours, and one evening weekly for parent education.
- Program:** "The main focus of the Center is to encourage the use of our own resources to help each other: teachers helping other teachers." The Teacher Center is a physical facility within the school where teachers can meet on a voluntary basis to share ideas related to their professional and personal lives. The Center helps school faculty design and conduct a staff development program offered during school hours. Activities include workshops, filmstrips and films, lectures and discussions on professional topics such as values education, career education, sexism, environment and future studies, alcoholism, creativity, meditation, drugs, and parenting. The Center also sponsors "Future Festivals" on environmental planning.
- The Center has initiated a weekly evening program for parent education, in which parents and teachers together conduct workshops to help parents better understand adolescent problems. These programs, which range from decision making and moral education to working with people in a particular neighborhood, are primarily for parents of secondary students. The Center hopes to act as a catalyst for parents to set up their own support system and help each other.
- Resources:** School resources, including videotape equipment, closed circuit television, audiovisual aids, and professional library. The public library supplies resources, including free films.
- Staff:** Bill Fibkins, full-time director and Martha Davis, part-time coordinator.
- Setting:** Large, attractive classroom adjacent to the teachers' cafeteria in Bay Shore Junior High School, Long Island, New York.
- Participation:** Faculty and support staff at Bay Shore Junior High School volunteer available time to give/take workshops during the school day. Faculty acting as workshop leaders are allowed substitute teachers for presentation time. University and school teachers from the area give workshops under a "barter system" in which time rather than money is mutually exchanged. Parents also offer/attend workshops.
- Fees and Credit:** Free. No credit except for an occasional inservice workshop.

- Affiliation:** Bay Shore School District.
- Support:** Bay Shore School District. Martha Davis' position is funded by contributions from teachers themselves and donations from Friends of the Bay Shore Teachers' Center. Also, funds are raised through cookbook sales, dances, and antique fairs.
- Decision Making:** A process involving meetings with teachers, principals, support staff, parents, and other Center participants.
- Origin:** Bill Fibkins and about 40 other teachers developed the Center, following a three-week, district-supported, inservice workshop, "The Teacher as a Learning Activator" held in spring 1972. University personnel from SUNY (State University of New York) Stonybrook contributed efforts and resources to develop the Center, as did other school teachers, administrators, and nonprofessional staff.
- Information:** Monthly calendar.

**INTERMEDIATE SCHOOL #162
RESOURCE CENTER**

**600 St. Ann's Avenue
Bronx, New York 10455**

(212) 292-7813

Director: Robert Nierman

Hours: Monday through Friday, 9-3.

Program: "We call it a Resource Center, not a teacher center, because we have programs for parents and students as well as for teachers." Space, facilities, and participation processes are organized to find answers to these questions: "How can teachers improve the quality of instruction in their classrooms? How can communication be improved within the school so that creative ideas can be shared and fostered? How can parents and students become more directly involved in the educational process? How can the school develop an environment that is comfortable, fresh and vibrant?"

Workshops and projects in curriculum development and staff training, originated by individual faculty members or groups, are held at lunchtime and after school in the Center.

The Resource Center also incorporates the Learning Center and the Parent Academy. The Learning Center sponsors after-school enrichment workshops for students, which teachers observe as an alternative form of training. The enrichment workshops are given by groups such as the following: Lincoln Center television production workshop; New York University creative arts team; Museo Del Barrio fine arts; Poets in the Schools. The Parent Academy offers morning and afternoon courses in high school equivalency, physical fitness, typing, sewing, and operation of business machines.

Resources: Audiovisual and multimedia equipment: duplicator, microfiche reader and reader-printer, close-up pocket Instamatic camera, photo lab, video studio with control booth and cameras. Project room with graphic arts area, laminating press, cooking area, wood carpentry area, Lounge-conference room, professional library, study alcoves for teachers; curriculum materials created by I.S. 162 teachers are photographed in microfiche for the curriculum library.

Staff: Robert Nierman (English and dramatic arts teacher) half-time; full-time administrative assistant; full-time media and library aide.

Setting: Several rooms in one wing of Intermediate School #162, in New York City District 7, South Bronx. Teachers attend mostly on volunteer time, and some release time (during preparation time on early dismissal days).

- Participation:** Teaching and support staff, students, and parents of I.S. 162 and its five feeder elementary schools.
- Fees and Credit:** None.
- Affiliation:** Community School District 7, New York City, cooperates with the New York Urban Coalition.
- Support:** New York Board of Education; National Institute of Education (Group on School Capacity for Problem Solving).
- Decision Making:** Harvey Goldenberg (school principal) and the "school development team" administer contract funds. The team is composed of six teachers, three parents, and three students, each elected by its own constituency. The team meets weekly to make decisions on mini-grant proposals which faculty or community members develop for projects or workshops.
- Origin:** The school's efforts for staff renewal and community participation began in 1970 in collaboration with City College (City University of New York) under a grant from the U.S. Office of Education's Urban/Renewal program. In 1974, the Resource Center took its present shape in collaboration with the Urban Coalition under contract with the National Institute of Education.
- Information:** "Re-News," bimonthly newsletter.

**WEST GENESEE/SYRACUSE UNIVERSITY
TEACHING CENTER**

**Stonehedge Elementary School
Sanderson Road
Camillus, New York 13031
(315) 487-4642**

Director: Christine San Jose

Hours: School days as scheduled.

Program: The Teaching Center offers a district preservice and inservice program which includes:

(1) Testing, implementation, and evaluation of teacher training programs. Preservice students are aided and monitored by campus instructors and advisors, field-based university-connected supervisors, and teachers who have helped design the programs.

(2) Helping school people acquire or renew skills and knowledges. Workshops, seminars, open evening panels, and courses respond to teacher-identified needs. Topics range from new educational concepts and practices, particular schools' needs (such as a course on American sign language for a school where deaf children are being mainstreamed), to district innovations (in subject areas, evaluation of pupil progress, or developmental reading). Teachers decide the content and delivery of the activities, and frequently act as consultants to their co-teachers.

Research studies to investigate effectiveness of both preservice and inservice programs are conducted, as is a study to analyze what goes on in the classroom and to develop related teaching strategies.

Resources: Professional library and curriculum materials are housed in the resource center, which also serves as a clearing house for sharing of teacher ideas. Laminating machine, cassette tape recorder. Center has access to some school and university equipment.

Staff: Coordinator (Christine San Jose), assistant coordinator, secretary. Syracuse University provides a part-time graduate assistant to help with student supervision.

Setting: The Center has offices in an elementary school, but operates its programs throughout the district. The West Genesee schools are located in Camillus, which is west of Syracuse in upstate New York.

Participation: Mostly undergraduate students from Syracuse University and teachers from West Genesee public elementary and secondary schools. Parents, administrators, and others are free to use the Center. Teachers participate on volunteer time.

**Fees and
Credit:**

West Genesee teachers who work with Syracuse University preservice students receive Center services free of charge. These teachers receive Syracuse University graduate credit which may be used for salary increment in the district. Other teachers who do not work with preservice students may use the resource center and audit courses free of charge. Syracuse preservice students receive undergraduate credit and pay regular university fees.

**Affiliation
and Support:**

Syracuse University and West Genesee Public Schools. Support for programs results from the West Genesee schools' help with Syracuse University's preservice students. Traditionally, the university has awarded a tuition-remission voucher to a teacher with whom a preservice student has been placed. In the new preservice training programs, placement is more flexible, teachers contribute in many different ways, and it is virtually impossible to sort out whom is due how much. The vouchers are therefore placed in a pool. Some of these vouchers are used by teachers who need to take particular campus courses, but most of the pool is used to enable participating school personnel to register for Center inservice activities. The university underwrites the appropriate consultant and leaders for these inservice activities.

**Decision
Making:**

A directing council represents the various school and university participants. Its members are teachers and principals (one each) from the four schools in the district most closely involved with the Center; six university faculty, university director of field services; two university students whose field placements are in the Center; assistant dean of school of education (head of teacher education); assistant superintendent for instruction; representative of teachers' association.

Origin:

"In 1973, West Genesee Public Schools and Syracuse University decided to pool several of their resources and tackle their common tasks together."

Information:

Newsletter; annual report (available on request); statement of agreement between Syracuse University and West Genesee (available on request).

This is a Teaching Center, a 28-minute color videotape showing the program in action (available for cost of tape plus postage, or rental fee of \$7, plus postage).

**GRASSROOTS TEACHER-PARENT
RESOURCE CENTER**
Cornish Hall C-21
State University of New York
College at Cortland
Cortland, New York 13045
(607) 753-2705

- Director:** Peg Hasch
- Hours:** Monday through Friday, 9-4; Saturday, 10-2. Evenings as scheduled or by appointment.
- Program:** In conjunction with university-run education courses, active-learning workshops are offered in areas such as math, science, social studies, aesthetic education, and discipline. These workshops are attended by Cortland education students and by teachers not enrolled in university courses. Center participants are encouraged to design five-session study groups around topics relevant to their own and children's learning. Parents and teachers drop in to make or borrow games, consult with the director, share ideas, and buy materials from the Center store. Craft workshops are held for local elementary students.
- Resources:** Hand and power woodworking tools, laminating machine, parent-teacher lending library of over 100 teacher-made math and reading games. Center store sells commercial books, teacher-recommended learning aids, and teacher-made games.
- Staff:** Full-time director, Peg Hasch.
- Setting:** The Center is located in a campus building that also houses the Education Department, the Institute for Experimentation in Teacher Education, and an elementary school. Cortland is about 35 miles south of Syracuse in upstate New York.
- Participation:** Preservice and graduate students in education use the Center as part of their regular courses. Also, teachers and parents from nine surrounding counties attend on volunteer time.
- Fees and Credit:** \$10 membership fee includes subscription to Center publications. Workshop fees are less than \$2 and cover materials; study-group participation costs \$1 per hour. Registered Cortland students pay university fees and earn credit; teachers and others do not earn credit.
- Affiliation and Support:** Institute for Experimentation in Teacher Education at the State University of New York, Cortland. Income from workshop and membership fees, and store sales.

**Decision
Making:**

Center director in cooperation with a dissemination committee made up of college faculty and with Institute and university administrators (dean of the Education Department). Teachers request and design study groups.

Origin:

The Grassroots Center is an organ of Project Change, a graduate program in early childhood and developmental education begun by Thomas Lickona and funded by the U.S. Office of Education in 1970. In spring of 1974, New York State granted monies for a college-based teachers' center to serve the needs of teachers in the region. A steering committee of 11 teachers, parents, and undergraduate students determined Center programs from September 1974 to September 1976. After that time, the Center became university sponsored and run.

Information:

Quarterly newsletter/calendar. *The Mini-Book*, a collection of teacher-written articles published occasionally, single issues 50¢.

CENTER FOR LEARNING

614 Middle Neck Road
Great Neck, New York 10023

(516) 482-8650, ext. 576

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- Director:** Diane Parker
- Hours:** Tuesday through Thursday, 3:30-6.
- Program:** The Center offers workshops, inservice courses, and summer sessions on topics including metrics, career education, art, and science. Teachers drop in to look at materials, to get ideas, and for make-and-take. Individualization in learning is a major interest within the school district, and the Center emphasizes the use of individualized learning games and materials. Center facilities are used by faculty and PTA groups for evening meetings.
- Resources:** Extensive collection of curriculum materials, laminator, copier, cardboard and wood carpentry materials and tools, art and science areas. The Center also houses part of the materials collection of the former Early Childhood Resource Center in Great Neck (now closed).
- Staff:** Diane Parker, volunteer coordinator. The Center is entirely planned, run, and staffed by teacher-volunteers.
- Setting:** The Center occupies two large rooms, an office, and a kitchen in the school district Youth Center building in Great Neck, Long Island. Great Neck is the first suburban town east of Queens.
- Participation:** Teachers K-12, students, parents, and administrators from Great Neck and surrounding districts use the Center. Teachers participate mostly on volunteer time, and some release time.
- Fees and Credit:** Free. Great Neck school district accredits courses for salary advancement.
- Affiliation and Support:** Great Neck Public Schools provide space and funds for materials.
- Decision Making:** Inservice committee of teachers and administrators in the district decide on inservice programs. Center decisions are made by participants.
- Origin:** In 1970-71, a group of teachers and administrators from several schools in the Great Neck district, already involved in informal education, met weekly to share experiences. The need for a central facility with materials resulted in the founding of the Center in late 1971.

**COMMUNITY RESOURCES INSTITUTE
(CRI)**

**240 West 98th Street
New York, New York 10025**

(212) 666-3758

Directors: Ann Cook and Herb Mack

Community Resources Institute's Schermerhorn Street center in Brooklyn, associated with Brooklyn College (CUNY), is closed. Ann Cook and Herb Mack are continuing to work as advisors to groups of teachers, especially at the junior high level, and to write and distribute curriculum materials.

Two "satellite centers" have developed from CRI: The Teacher Center at Angelo Patri School (I.S. 137), 119th and Webster Streets, Bronx, New York; and the District 11/Lehman College Teacher Center at Lehman College, Bronx, New York.

**CREATIVE TEACHING WORKSHOP (CTW)
EXPERIENTIAL SYSTEMS, INC.**

**115 Spring Street
New York, New York 10012**

(212) 431-7710

Director: Floyd Page

Hours: Monday through Friday, 9-5. Principal Leadership Study meetings: Tuesday and Thursday, 4-6.

Program: Principals from 14 New York area elementary and junior high schools meet weekly after school at CTW to re-experience learning and teaching by working with environmental curriculum materials, and to develop new leadership roles and styles. CTW staff go out to schools to work individually with participants on topics or problems identified by principals themselves. The Principal Leadership Study is based on the premise that "in order for educational innovations and change to relate to the school as a whole, in order that they be pervasive and supported within the school, and in order that they hold the promise of enduring, it is essential to involve the principal as educational leader and key participant in this process of change and innovation."

As an outgrowth of the Principal Leadership Study and with the recognition that support for effective change must come from district staff as well as from principals and teachers, CTW plans to work with the superintendent and 13 staff in one New York district. CTW will provide whole- and small-group experiential learning sessions and study groups at the Center and in the district, in addition to individual advisory and consultation services at school sites. The program is designed to help district staff better assist principals with staff and curriculum development, and reach goals of parent, teacher, and school personnel involvement in decision making.

Day-care and Head Start programs contract for CTW to offer workshops at the Center or in the community. Teachers drop in to use space and materials or to consult with staff.

Resources: Individual and group work space, library, conversation/meeting area, design lab with welding, wood, and cardboard carpentry shops, pottery and photography studios.

Staff: Director plus two full-time project investigators who also serve as Principal Leadership Study coordinators.

Setting: A 90' x 36' cast-iron, renovated storefront opens on Spring Street in the Soho district of lower Manhattan. The Center is between Houston and Canal Streets in a neighborhood of modern art galleries and shops.

- Participation:** Elementary and junior high principals, day-care, Head Start, and elementary teachers from New York City, Long Island, Connecticut, and New Jersey attend CTW. Participants in the Principal Leadership Study come voluntarily on their own time. Contracted courses offered for day-care and Head Start teachers are generally during release time.
- Fees and Credit:** None.
- Affiliation:** Independent, nonprofit corporation (Experiential Systems, Inc.) managed by a board of directors of educators and business people.
- Support:** The Principal Leadership Study is supported by grants from the Exxon Corporation (Community Development Program) and from Rockefeller Brothers Fund. Additional income comes from contract fees.
- Decision Making:** Initiatives for new areas of work must be endorsed by the board. Contracts for inservice work are mutually agreed upon by staff and requestor.
- Origin:** CTW began in 1968 as the New York extension of the Early Childhood Education Study done by Education Development Center in Newton, Massachusetts. It became an independent organization in 1974. The program has evolved from workshops in experiential learning for teachers, to long-term in-school advisory services for teachers, work with principals, and present plans to work with superintendents and other support staff in one New York district.

DAVID M. WITTES
EDUCATIONAL LOUNGE
(United Federation of Teachers—UFT)

260 Park Avenue South
New York, New York 10010

(212) 777-7500, ext. 832

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- Director:** Myrna Cooper
- Hours:** Monday through Friday, 4-6; Saturday, 10-1.
- Program:** The Center is a United Federation of Teachers (UFT) project "designed to stimulate teacher thinking and sharing" and based on the premise that "a professional organization can influence teachers to grow in different ways, without adhering to one educational philosophy." The Center offers single-session workshops and courses that respond to needs expressed by teachers. Sample workshop topics include reading diagnosis, making and using filmstrips, quilting, poetry writing; sample courses include English as a foreign language, learning disabilities. Demonstrations of commercial and teacher-made curriculum materials are also held.
- Resources:** Collection of commercial curriculum materials, displays of student- and teacher-made arts and crafts, study kits on workshop topics for teachers unable to attend.
- Staff:** One staff member, Myrna Cooper, who is also responsible for other UFT educational programs.
- Setting:** Located next to the UFT Teachers' Store in downtown Manhattan.
- Participation:** The Center is available to all New York City teachers, and also draws teachers from the adjacent boroughs. Participation is on volunteer time.
- Fees and Credit:** Workshop sessions vary from \$2-10. No credit.
- Affiliation and Support:** UFT New York City, and income from workshop fees.
- Decision Making:** Director makes decisions, drawing upon suggestions made by participants.
- Origin:** The Center was initiated in 1975 as one aspect of a comprehensive UFT education program. The program includes teacher-developed courses in preparation for recertification and in various subject areas, including social studies and English.
- Information:** Monthly calendar. The Center is usually featured in the UFT weekly newspaper, *New York Teacher*.

DISTRICT 2 TEACHER CENTER

P.S. 3
490 Hudson Street
New York, New York 10014

(212) 691-1278

Director:	Blossom Gelernter
Hours:	Monday through Friday, lunchtime drop-in and 3-5 by appointment.
Program:	The District 2 Teacher Center runs lunchtime meetings and workshops in topics such as child development, classroom management, and curriculum areas including math, social studies, and language arts. Center users drop in to browse and borrow materials for their classrooms; they also make suggestions about possible meetings and workshops. The Center offers after-school individual consultation on professional problems.
Resources:	Audiovisual equipment, projectors, record players; science materials, scrounge materials, curriculum materials, including books, kits, games; swap shop.
Staff:	Blossom Gelernter, director; Marta Vega, part-time paraprofessional.
Setting:	Housed in a large room in P.S. 3. The school is located on the west side of Greenwich Village, near Christopher Street IRT subway.
Participation:	Teachers K-6 and parents from District 2, plus some from other districts, volunteer their time. During the day the Center is used by children in P.S. 3.
Fees and Credit:	None.
Affiliation and Support:	New York School District 2.
Decision Making:	Staff make decisions, seeking an informal consensus among participating teachers.
Origin:	The Center, which grew out of Blossom Gelernter's open education advisory work with teachers, opened in the fall of 1975.
Information:	Flyers.

**THE FORDHAM/DISTRICT 3
LEARNING CENTER**

Mailing Address:
Fordham University at Lincoln Center
Room 1024
113 West 60th Street
New York, New York 10023

P.S. 163, Room 218
163 West 97th Street
New York, New York 10025
(212) 956-6307

Director: Elaine J. Schwartz

Hours: Monday through Friday, 9-5.

Program: The Learning Center is a support system for teachers in District 3 of the New York public schools. Monday afternoon workshops for teachers in this district are held at the Center or at schools. Teachers may also receive individual assistance with classroom projects in all curricular areas. Friday afternoon workshops for Fordham student teachers cover topics such as weaving, the arts, and metrics. The Center also sponsors meetings for junior high principals in the district who want to get together for mutual support.

On request, staff go into classrooms to observe, help, and advise. This service is especially sought by teachers who have been reassigned to the classroom or to a new grade level after many years. Staff may make several visits to a classroom or school, in consultation with the principal.

The Center has developed curricular projects such as one using an Associated Press wire to teach reading and journalism skills; a program in children's theater production, which is being videotaped; four different units entitled "Manhattan in Miniature," using a schoolroom-size floor map of Manhattan. Some activities are held at Learning Center II, the map site, which serves as a social studies resource center where teachers can bring their classes.

Resources: Professional library, raw materials, laminating machine, rexograph, typewriter, videotape equipment, resource materials in all curricular areas.

Staff: Director, two full-time staff members (teachers who are paid by the district), three part-time staff, secretary.

Setting: The Learning Center is housed in two schoolrooms at P.S. 163 on Manhattan's upper West Side. Learning Center II is located at P.S. 191 near Fordham University School of Education at Lincoln Center.

Participation: Teachers in District 3 participate on release time, when workshops are held to take advantage of early dismissal days, and on volunteer time after school and during lunch hours. Paraprofessionals and parents from District 3 also attend, as do Fordham University education students.

Fees and Credit: Free. Inservice credit through New York City Board of Education.

**Affiliation
and Support:**

Fordham University and District 3 of the New York Public Schools. Additional support is provided through grants from banks and foundations, and federal adult education funds.

**Decision
Making:**

Staff. The Center has just instituted an advisory group of teachers and others who use the Center.

Origin:

Grew out of a Teacher Corps training of teacher trainers (TTT) program sponsored by Fordham, Community School District 3, and the community. When this project ended in 1973, the Learning Center was formed to carry on some of the work of the earlier project. Elaine Schwartz, a former teacher who was head of the District 3 school board, was hired as director.

Information:

Calendar; and booklet, *The Learning Center Reports*.

**G.A.M.E. (Growth Through Art
and Museum Experience)**

**260 West 86th Street
New York, New York 10025**

(212) 877-4027

Director: Bette Korman

Hours: Monday through Friday, 9-5.

Program: G.A.M.E. is a curriculum-through-the-arts program emphasizing an activity approach to curriculum. It runs classes for students and teachers from four schools in New York City's District 3. G.A.M.E. offers trimester (10-12 week) sessions for children, which their teachers attend and participate in. It also schedules Thursday afternoon workshops for teachers, on use of materials and implementation of art techniques in elementary and junior high classrooms. Classes and workshops include a series on horticulture, uses of videotape, tie-dye, jewelry-making, photography, weaving, silk-screening, and bookbinding.

The program emphasizes links with classroom teaching through a liaison worker who works with teachers in the schools. The program has set up resource rooms, now run by teachers, in two schools in District 3.

G.A.M.E. occasionally sponsors events for the public, such as a "share-a-craft" fair held in Central Park. Some of the activities for this fair were held in the Metropolitan Museum of Art.

Resources: Darkroom, filmmaking equipment, videotape materials, woodworking equipment, clay-working facilities with a kiln, planting area and greenhouse, printing and manual press, textile equipment for weaving, spinning, carding, and batik.

Staff: Director, full-time classroom liaison, office and business manager, four part-time staff members. Student teachers from Queens College and other New York colleges, high school students, and students from alternative programs such as "City-as-School" receive credit for working in the Center.

Setting: Basement storefront in the heart of the upper West Side, between West End Avenue and Broadway. The space is divided into small rooms for specific work areas.

Participation: Students and teachers from four schools in District 3 attend the Center during school hours. Teachers participate on Thursday afternoons on volunteer time.

Fees and Credit: Free. Inservice credit for series of workshops.

- Affiliation:** Independent.
- Support:** P.S. 9, P.S. 84, P.S. 75, P.S. 166, all in District 3; National Endowment for the Arts; New York State Council for the Arts; Helena Rubenstein Foundation; Edward Noble Foundation.
- Decision Making:** Major responsibility lies with the director. A board of directors, consisting of the principals of the four schools, is consulted on planning and future projects.
- Origin:** Bette Korman, a public school teacher for six years, initiated a program in 1972 concerning uses of art, media, and film in the schools. Aid was provided through a grant from the New York State Council for the Arts. In 1973 Korman began a community resource center based on the earlier program, and this center later grew into G.A.M.E.
- Information:** G.A.M.E. documentation, by Beth Alberty.

**THE TEACHER CENTER
AT HUNTER COLLEGE**

**Room 518, Hunter College
695 Park Avenue
New York, New York 10021
(212) 360-5433**

- Director:** Audrey Feuerstein
- Hours:** Monday, 2-4; Wednesday, 1-8.
- Program:** The Center sponsors after-school and evening workshops on Wednesdays, on topics such as ethnic studies, collaborative art, nonsexist curriculum, psychology of reading, learning difficulties, and make-and-take. Daytime workshops on subject-oriented topics are offered for Hunter student teachers. Assistance and consultation are available on a drop-in basis.
- Hunter college faculty conduct workshops (for example, sessions on making musical instruments with junk materials, taught by a music professor). Such courses are attractive to the Hunter professors as well as to students, because they allow both to break out of the traditional academic course format.
- "In New York City's present financial crisis, with budgetary and manpower cutbacks, a special focus has been placed on classroom management problems. The Teacher Center at Hunter provides a unique opportunity for professional interchange and for teachers to gain support . . . for their new classroom challenges."
- Resources:** Display of teacher-made materials and other curriculum resources, professional library.
- Staff:** Audrey Feuerstein, part-time director; part-time secretarial assistance.
- Setting:** The Center occupies a suite at Hunter College (Park Avenue and 69th Street) on Manhattan's East Side, close to the Lexington Avenue subway station at 68th Street.
- Participation:** Teachers' attendance is mostly on volunteer time, some release time. Hunter College students or alumni, parents, paraprofessionals, and day-care center staff participate in Center activities.
- Fees and Credit:** Free if not taken for credit. Hunter College graduate credit and New York City Board of Education inservice credit are available if workshops are taken in a series for a whole semester.
- Affiliation:** Hunter College; Districts 2 and 4 of the New York City Public Schools, where Hunter student teachers intern.

- Support:** Department of Curriculum and Teaching, Hunter College. Extensive volunteer teaching of workshops by Hunter College faculty.
- Decision Making:** Advisory board made up of Hunter College faculty and school teachers.
- Origin:** The Center was initiated in 1975 by Audrey Feuerstein, within the Department of Curriculum and Teaching, Hunter College.
- Information:** Calendar, brochure.

**WORKSHOP CENTER FOR OPEN
EDUCATION (WCOE) AND ADVISORY
SERVICE TO OPEN CORRIDORS
City College, School of Education
Room 6, Shepard Hall
Convent Avenue and 140th Street
New York, New York 10031
(212) 368-1619**

- Director:** Lillian Weber
- Hours:** Monday through Thursday, 4-7; Saturday, 10-1 (when workshop is scheduled).
- Program:** Workshop Center: "The Center is a place in which to browse, to try something new or rethink something not so new, to share ideas and practice in a relaxed and supportive setting."
- After-school and Saturday workshops, discussions, seminars, and film showings are offered at the Center. Led by staff, City College faculty, community persons, and experienced open classroom teachers, Center activities focus on art, language, math, music, movement, science, social studies, and experiences with natural materials. Saturday programs offer activities for adults with children.
- Advisory: In-school and in-classroom guidance and counsel are offered to groups of open education teachers, principals, and parents. The Advisory helps teachers examine classroom arrangement, provisioning, instructional techniques, and curriculum development so that teaching takes advantage of children's learning patterns. Advisors also initiate and extend teachers' collegial learning and support for each other.
- Resources:** Library, active-learning curriculum display, kiln, darkroom, film equipment, woodshop, weaving looms and materials, live plants and animals, sand and water, kitchen.
- Staff:** Director Lillian Weber, two full-time instructors (Wilma Heckler and Stan Chu), four full-time advisors working in schools, editor, office staff.
- Setting:** The Center is located on the campus of City College of New York, near the IND subway at 145th Street, and the IRT subway at 137th Street.
- Participation:** Public elementary teachers (mainly in District 3, Manhattan), parochial, preschool, and day-care teachers use the Center on volunteer time. Parents, principals, City College students and children with adults also participate.
- Fees and Credit:** Free (except summer course and nominal materials fees). Annual summer course offers six graduate credits through City College of New York.

Affiliation: City College and New York City Board of Education (Division of Educational Planning and Support).

Support: City College, National Institute of Education (Group on School Capacity for Problem Solving), Rockefeller Brothers Fund, volunteer services by workshop instructors and parents.

Decision Making: Lillian Weber, together with representatives of City College, District 3, and an advisory council of experienced open education teachers, parents, and community members.

Origin: Lillian Weber and District 3 parents initiated the Open Corridor program in 1968-69. The Workshop Center opened in October 1972 as a meeting and work place, and source of curriculum enrichment for teachers. Its purpose was to serve teachers not only in Open Corridor schools, but throughout the city.

Information: *Notes from the Workshop Center for Open Education*, published quarterly, \$4/year, \$1.50/single issue.

Norris, Martha A., and Hazlewood, Ann C. *The Open Corridor Program: A Handbook for Parents*. New York: Workshop Center for Open Education, 1972, 50¢. (Spanish language version, *El Programa del Corredor Abierto* is available, same price.)

Alberty, Beth, and Dropkin, Ruth. *The Open Education Advisor*. New York: Workshop Center for Open Education, 1975, \$3.50.

Mailing Address:
P.O. Box 149
Charlotte, North Carolina 28230

TEACHING/LEARNING CENTER

Charlotte-Mecklenburg Schools
Education Center
701 East Second Street
Charlotte, North Carolina 28202
(704) 372-8620, ext. 207

Contact: Deane Crowell or Carol Newman

Hours: Monday through Friday, 9-5; Tuesday and Thursday evenings, 7-9.

Program: The Teaching/Learning Center is an expanding program and resource within the Human Resources Department of the Charlotte-Mecklenburg school system. The Center provides support for individuals, small groups, and faculties involved in teaching and learning. In the Center, teachers, "helping teachers," and community people give inservice workshops. Topics range from basic teaching, parent education, micro-teaching, and materials design and construction, to sessions on coping with daily anxieties and tensions, discipline, and self-esteem.

In addition to workshops, seminars, support groups, and other planned programs, the Center is used on a drop-in basis for making curriculum materials, previewing staff development films and other media materials, and for research and reading in the curriculum research library. Human relations and counseling services for professional (e.g., career change) and personal problems are available on a drop-in and appointment basis. "Helping teachers" provide on-site advisory support to classroom teachers.

The Center coordinates with Appalachian State University in housing a preservice student supervisor. Workshops, seminars, and classes for the preservice interns in the district are held at the Center. Graduate courses are also held.

Resources: A recycling center with industrial and business scrap, laminating machines, videotape equipment, cardboard carpentry tools, audiovisual facilities, projectors, access to xerox, materials displays, science culture center, and an extensive curriculum research library, including ERIC.

Staff: The Human Resources Department staff share the duties and tasks of the Teaching/Learning Center.

Setting: The Human Resources Department is located on the second floor of the Education Center in downtown Charlotte, across from the Sheraton Hotel. The Center uses the recycling center and media services, a large workshop room for cardboard carpentry and other activities, conference rooms, and a small informal meeting room.

Participation: K-12 public school teachers, aides, administrators, principals, volunteers, and community people in the Charlotte area attend on volunteer and

release time. Substitute release-time teacher program, using four teachers employed through the Human Resources Department on CETA (Comprehensive Employment Training Act) funds, enables district teachers to have release time for inservice staff development experiences.

**Fees and
Credit:**

Free. Inservice teachers may earn certificate renewal credit through specified workshops offered at the Center.

**Affiliation
and Support:**

Charlotte-Mecklenburg Schools.

**Decision
Making:**

Decisions are made within the Human Resources Department, and supported by the Interim Management Team of the Education Center. The Center is in the process of organizing teachers' advisory boards, through which teacher representatives from each of the ten "feeder" areas will organize advisory groups and provide input for program planning and some decision making.

Origin:

The Center was proposed during the spring of 1976 and established in the fall, as part of a plan for system-wide reorganization and decentralization of the Charlotte-Mecklenburg schools.

Information:

Monthly newsletter. Brochure and slide presentation available February 1977.

CENTER FOR TEACHING AND LEARNING

**University of North Dakota
Grand Forks, North Dakota 58201**

(701) 777-2674

Dean: Vito Perrone

The New School for Behavioral Studies in Education, one of the foremost informal education programs in the United States in the early 1970s, has been incorporated into the Center for Teaching and Learning, the University of North Dakota's school of education. The New School offered an individualistic, eclectic, informal, active-learning training program on campus for long-experienced North Dakota teachers who lacked a bachelor's degree. Concurrently, the New School provided an M.A. internship program to young liberal arts graduates on the development of informal classrooms in North Dakota elementary schools. The experience of retraining older teachers in a radically different style from that of their earlier education, together with the development of informal curriculum and instruction which drew from the learning opportunities available in a school's community, have strongly influenced the development of teachers' centers nationwide. In 1977 the Center expects to initiate a North Dakota network of teachers' centers.

The Center serves as headquarters for the North Dakota Study Group on Evaluation, an informal national support-and-exchange group of educators seeking alternatives to standardized, quantitative evaluation.

**GREATER CLEVELAND TEACHER
CENTER**

**Noble School
1293 Ardoon Road
Cleveland Heights, Ohio 44121**

(216) 371-7124

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- Director:** Penny Buchanan
- Hours:** Monday, 9-4; Tuesday, 9-6:30; Wednesday, 9-5; Thursday, 9-6; Friday, 9-1. Also open two Saturdays per month.
- Program:** The Center promotes child-centered education in the Greater Cleveland area through workshops, courses, drop-in, and advisory programs. After-school and Saturday workshops are held in such topics as triwall, art games in the classroom, and making sense of Piaget. Courses in several sessions cover topics in mathematics, working creatively with children, and physical handicaps in the classroom. The Center cooperates with Kent State University on certain courses such as "music, movement, and language," and coordinates a preservice course in elementary methods for Kent State students. Daytime drop-in use is encouraged, and children from Noble School use the Center at lunchtime for their own activities. In-school and classroom advising is available through the Center. School principals and faculty use the Center for meetings.
- Resources:** Triwall construction tools, printing materials, library with professional materials and curriculum catalogues, materials displays, store selling games, books, and triwall cardboard.
- Staff:** Penny Buchanan, director; Lois Klapholz, administrative assistant.
- Setting:** Small office and classroom in the Noble School, Cleveland Heights (an inner-ring suburb of Cleveland). The school is located on Noble, between Mayfield Road and Monticello Road.
- Participation:** Public and private school teachers, mostly K-8, participate on volunteer time. Elementary and high school students, preservice teachers, day-care workers, administrators, school support staff, and parents from the Greater Cleveland area also use the Center.
- Fees and Credit:** Membership fee of \$15. Workshops cost \$1 per session for members, \$4 for nonmembers. Ten-hour (five-session) courses cost \$15 for members, \$25 for nonmembers. Graduate credit available through Kent State.
- Affiliation:** Independent.
- Support:** Income from membership and workshop fees and from consulting fees for outside advisory contract work. School district provides space in exchange for Penny Buchanan's advisory work in classrooms.

**Decision
Making:**

An elected board of directors, composed of teachers, administrators, and university faculty.

Origin:

In 1970, a series of summer workshops with British head teachers was held in response to teachers expressing interest in informal education. This work continued with support from local foundations and the Rockefeller Brothers Fund through workshops organized by Penny Buchanan and held at the Hawken School, and with stimulation and encouragement from Greater Boston Teachers' Center and National Association for Independent Schools. The Center opened in 1973.

Information:

Newsletter/calendar published every six weeks.

THE WAYS AND MEANING PLACE

Boas School
260 Forster Street
Harrisburg, Pennsylvania 17102

(717) 255-2527

Director: Bill Thompson

Hours: Monday through Friday, 9-5. Open evenings for special workshops.

Program: The Ways and Meaning Place is a resource and teaching center, designed to implement CEMREL's Aesthetic Education Program and other arts curricula which "stimulate interest, confidence, and competence in the ways experiences in the arts can serve to enrich the lives of people of all ages, talents, and backgrounds."

Workshops concentrate on the ways in which the arts are related to cognitive learning in students, and are of three types: basic skills workshops (arts in math and reading); affective learning workshops (music, visual arts, dance, drama); arts-as-therapy workshops (special education). Daytime and after-school workshops (for specific age levels) in planning, measuring, metrics, movement, and creative expression are offered by arrangement. The Center provides early childhood education activities and counseling. Drop-in use of the Center is encouraged. Children come with parents to work in the studio and other resource areas.

The Center is actively attempting to involve senior citizens and community people in its program. It emphasizes an "artist as midwife" idea: "Others define what they are able to do . . . they want something born; we have the skills to help them bear."

Work in ESEA Title I programs (disadvantaged students), involving the use of the arts in basic communication skills, is conducted both at the Center and in schools.

Resources: Sound place (room for sound activities), living place (living and dried plants), space place (multimedia center and environmental resource room), art studio, cardboard carpentry shop. CEMREL aesthetic education teacher kits of curriculum materials, publishers' packages in the humanities, toy lending library, recycle materials (cloth, cardboard, plastic, wood, yarn), audiovisual facilities.

Staff: Six full-time staff members (two in special education, two in aesthetic education, two secretaries). Two senior citizens, paid through a federal Department of Labor program, work part-time in the Center.

Setting: Located in Boas School, a former elementary school housing several educational and community service projects and agencies, in the down-

town part of the city. Harrisburg is in central Pennsylvania, on the Susquehanna River.

- Participation:** The Center serves children and teachers, K-6, involved cooperatively in an aesthetic education program; special education children and their teachers (middle school level); specialists and teachers seeking to improve learning methods for disadvantaged children; children, parents, and senior citizens. It serves public schools in Harrisburg and targeted surrounding school districts. Teachers attend on volunteer and release time; substitute teachers may occasionally be provided.
- Fees and Credit:** Free. Teachers receive inservice credit for certain workshops.
- Affiliation:** CEMREL (Central Midwestern Regional Educational Laboratory, Inc.), Pennsylvania Department of Education, Harrisburg Public Schools, Senior Citizens Multi-Service Center, Area Agency on Aging.
- Support:** A cooperative project of the Pennsylvania Department on Education, CEMREL, Inc., and the Harrisburg School District.
- Decision Making:** Arts advisory board, made up of people involved in arts and education; executive guiding committee provides ongoing consultation on strategy; arts and special education program has its own advisory board.
- Origin:** The Center is an outgrowth of Pennsylvania's statewide arts education program. It was established in fall 1975 as a facility for implementing the Aesthetic Education Program developed by CEMREL, through the efforts of Bill Thompson and Clyde McGeary of the state Department of Education, and Bernie Rosenblatt of CEMREL.
- Information:** "The Arts File," a bimonthly newsletter, nominal charge.

**THE ADVISORY CENTER
FOR THE IMPROVEMENT OF EDUCATION**

**Coulter and Morris Streets
Philadelphia, Pennsylvania 19144**

(215) 849-7149 or 849-2099

Directors: Edith Klausner and Marie Tervalon

Hours: Wednesday, 3:30-5:30, Thursday, 3:30-8:30, Saturday, 9-1. Wednesday, 9-5:30 by appointment only for visitors from outside Philadelphia.

Program: "A primary focus of the Advisory Center is response to participants who wish to improve their teaching and enrich the lives of children." After-school, evenings, and Saturdays, the Center schedules practical, hands-on workshops that involve participants in direct learning experiences. These workshops respond directly to needs expressed by teachers and supervisors or ones identified by Center staff during work with teachers. A balanced program includes sessions on basic skills, creative arts, pedagogic philosophy, and professional development.

Introductory sessions enable persons to become familiar with the facility and its resources. People can drop in during open hours or register for specific workshops. Workshops (in reading, math, writing, science, social studies, photography) are designed for individuals and groups attending on "observation days" (release time). The Center is open to teachers for independent research, to make games and aids, and to consult with staff. Groups such as art teachers and counselors regularly hold meetings in the Center. Some teachers coming to the Center are interested in group reflection upon differing strategies for teaching, as well as understanding children's varied strategies for learning. The Center also offers seminars and discussion opportunities which support teachers' efforts to analyze their own work, and extend and diversify their teaching experiences and curricula.

Resources: The Center main floor has three large classrooms with curriculum displays and areas for workshops in reading and language, math, science, movement, arts and crafts; a recycle area, kitchen, and offices are also located on the first floor. Meeting rooms and a library of children's, adults', and professional books are located upstairs. The basement houses a ceramics studio, a wood and triwall shop, and a darkroom.

Staff: Two part-time co-directors, four full-time staff (including a coordinator, arts specialist, shop technician, and secretary), and two advisors from the Follow Through project available one day per week. Additional workshop leaders and consultants, especially experienced teachers, are hired as needed.

- Setting:** The Center is located in the Germantown section of Philadelphia, in the former Keyser Elementary School, an old eight-room school.
- Participation:** "Essentially the Center serves teachers. Parents in their role as teachers-at-home, paraprofessionals, student teachers, and volunteers in schools also belong under the broad umbrella of teacher, and are served." Most time is volunteer, after school; the rest is full-day release time (observation days).
- Fees and Credit:** Free to Philadelphia School District; personnel; other services by contract. No credit.
- Affiliation:** Philadelphia School District; Education Development Center (EDC), Newton, Massachusetts; EDC Open Education Follow Through, Philadelphia.
- Support:** The Center is funded directly by the Philadelphia School District and also by contractual agreement with EDC. Additional contracts with the Norristown (Pennsylvania) School District and Friends schools provide support.
- Decision Making:** Co-directors Edith Klausner and Marie Tervalon, with continuous input from staff and participants.
- Origin:** In 1970, Center staff and EDC Follow Through staff under Ernestine Rouse started the Center with seed funding procured by EDC from the Sachem Foundation. In 1972, private funding was replaced by support from the Philadelphia School District and from contracts with suburban and private schools.
- Information:** A free monthly newsletter, "Advisory Center"; fact sheet; brochure; yearly reports for 1974, 1975, 1976.

COMMUNITY EDUCATION CENTER (CEC)

**3500 Lancaster Avenue
Philadelphia, Pennsylvania 19104**

(215) EV2-9778

Director: Mary Hale Seymour

Hours: Drop-in, Wednesday and Thursday, 3-6; Saturday, 9:30-12:30 (woodworking shop, 9:30-3). Observation days by appointment Wednesdays, 9-3.

Program: The Community Education Center offers programs of single workshops, workshop series, film shows, advisory services, and drop-in use for the whole community. Sample topics include silkscreening, kite-making, housing problems, help for the troubled child, printing, and helping the child with homework (for parents). Workshop series emphasize a subject area, such as reading and writing, or a particular theory or scholar, such as perceptual/conceptual learning or Piaget.

The Center encourages drop-in use for make-and-take, browsing, and meeting people. Teachers may attend Center programs on prearranged "observation days" to fulfill state inservice day requirements. Some district-sponsored inservice courses are held at the Center, and staff go to individual teachers' classrooms in an advisory capacity. Teacher Corps inservice participants also use the Center.

Resources: Triwall workshop with tools, laminator, "potshop for kids" (pottery), access to silkscreening equipment, library with thematic corner.

Staff: Mary Hale Seymour, coordinator; Andrea Taylor Furlong, Teacher Corps curriculum specialist; part-time workshop consultants; part-time office assistance. The Center also receives support, encouragement, and assistance from the Teacher Corps staff.

Setting: The Center is housed in several rooms in a large old elementary school in the University City section of Philadelphia, near the University of Pennsylvania, Civic Auditorium, and 30th Street Station.

Participation: Preschool, elementary, and middle school teachers from metropolitan Philadelphia volunteer their time. Also parents, children, aides, support staff, and senior citizens.

Fees and Credit: Nearly all workshops are free; some led by visiting specialists carry a nominal fee. No credit is offered for Center-sponsored courses; district-sponsored courses held at the Center give inservice credit.

Affiliation: The Center is a nonprofit, tax-exempt corporation with strong ties to the Philadelphia School District.

Support: Philadelphia School District employs the director; local Philadelphia foundations provide money; Teacher Corps provides staff person to work in the Center and also some materials in exchange for use of facilities.

Decision Making: 18-member board of directors composed of Center users, including teachers and community members.

Origin: "People who lived and worked in a seven-school inner city area felt that parents in their area did not understand or support their schools. Aware that few opportunities for inservice for teachers or for education for adults existed in the area, they decided to create a place where teachers and parents could meet in a common learning situation, where they could see themselves as a community of learners."

Information: Bimonthly calendar.

**PHILADELPHIA TEACHER-PARENT
CENTER AND THE LEARNING
CENTERS PROJECT**

**16th and Lombard Streets
Philadelphia, Pennsylvania 19146**

(215) 732-3205

Directors: Julie Grove (Philadelphia Teacher-Parent Center), Lore Rasmussen (Learning Centers Project)

Hours: Tuesday through Thursday, 9-3, for workshops and "observation days"; Wednesday and Thursday, 4-8; Saturday, 9-12, for drop-in, consultation with staff.

Program: Daytime, on-site workshops are held in schools on how to organize space in the classroom and on the construction of cardboard carpentry furniture and classroom equipment. These workshops may be held during regular class time for teachers, aides or parents. Daytime, after-school, and evening workshops take place at the Center for individuals or for groups, including day-care centers. At these workshops participants explore instructional materials, experiment with different approaches to teaching basic skills, try out new curriculum ideas, and make classroom furniture and equipment. Topics include "Developing Learning Center Activities" and "The World Outside Your Window" (living things/weather-science workshop), as well as workshops in mathematics, language arts, science, social studies, handicrafts, and early childhood education.

Resources: Cardboard and wood carpentry shop; mathematics laboratory; language arts and creative writing center; collection of early childhood materials; recycle program providing assorted industrial scrap and cast-off household items; "shoe-box labs" containing models of activities and games, which teachers may borrow for their classrooms; drymount press; laminating equipment.

Staff: Six full-time and six part-time employees.

Setting: The Center occupies the third floor of the Durham Elementary School, built in 1909 in South Philadelphia. The building also houses a school-age mothers' infant care center, prekindergarten classes, and a K-5 open school.

Participation: Primary and early childhood teachers, parents, aides, administrators, student teachers, and interns who work in ESEA Title I public and parochial schools and Social Security Act Title XX day-care center personnel attend on volunteer and release time.

Fees and Credit: Free. Inservice credit is offered for a few workshops.

Affiliation: Learning Centers Project of Philadelphia School District.

Support: Title I, ESEA; Title XX, Social Security Act (day-care centers).

Decision Making: The Center works closely with its parent organization, the Learning Centers Project, which is under the Early Childhood Program of the Philadelphia School District.

Origin: Don and Lore Rasmussen founded the Center in 1967 as a resource for Lore's Learning Centers Project teachers, and for Head Start teachers who were being advised by Education Development Center's early childhood education project.

Information: Newsletter/calendar; poster with information about the Center.

**STAFF DEVELOPMENT COOPERATIVE
(SDC)**

**Huron Arena
Huron, South Dakota 57350**

(605) 352-1500

Director: Jeffrey W. Amory

Hours: Monday through Friday, 8-5.

Program: The Cooperative provides mini-grants for teachers and administrators in three school districts to self-design professional development projects, and provides counseling in the design of these projects. Three local coordinators (who act as planners/liaisons/counselors) work with individuals or groups at school sites. These coordinators help teachers and administrators identify their professional development needs, plan programs, and coordinate these programs with others in their district. The local coordinator acts as a liaison among teachers and administrators, with the other two districts, and with outside resources.

Three local coordinating committees (made up of teachers from each school building) conduct awareness sessions at school sites. These sessions attempt to get groups within or among districts interested in pursuing a particular staff development activity, such as "effectiveness training."

Individuals who want a brief introduction to a professional development activity can write a "get-your-feet-wet" proposal, which might involve a half-day visit to another school. More extensive proposals may involve visits to schools within or outside the state, or bringing a consultant to the client's school.

Resources: Basic resources are mini-grants for individual or group professional development. During 1975-76, these grants averaged \$120/client and \$400/grant.

Staff: Full-time director and three half-time local coordinators.

Setting: Business offices in Huron Arena, the physical education facility for Huron Junior High School. All counseling is done in school buildings in the three districts, which are located in the southeastern part of the state and are widely separated geographically. Huron is 120 miles northwest of Sioux Falls; Brookings is east of Huron; Madison is southeast of Huron.

Participation: Elementary and secondary teachers and administrators from public schools in Brookings, Huron, and Madison (Lake Central District). From a total of 470 school staff members eligible, 96 participated during 1975-76. Most work is done on volunteer time; also some release time.

**Fees and
Credit:**

Generally, there are no fees to clients. However, mini-grant recipients are expected to "match" grants to them with personal time, school-provided resources, etc. One biology teacher had a class interested in advanced biology, and the Cooperative arranged for the teacher to be trained. The teacher then negotiated with the school district to provide texts and lab equipment for the course.

Affiliation:

Huron, Brookings, and Madison (Lake Central) School Districts.

Support:

The three school districts provide 30%; 70% comes from ESEA Titles III and IV-C. The state Division of Elementary and Secondary Education provides access to its resource bank of consultants.

**Decision
Making:**

Steering committee made up of the director, the three coordinators, and two others (at least one teacher) from each of the three districts. The three district superintendents are advisory members of this committee, as is a representative from the state Office of Inservice Education and Staff Development. Three local coordinating committees made up of teachers from each school building have input into steering committee decisions.

Origin:

A planning group of 28 teachers and administrators designing a Title III proposal discovered their common dissatisfaction with traditional inservice programs. Discussions led to the development of an individualized approach. The Cooperative began operating in September 1975.

Information:

Write to Staff Development Cooperative for further information.

TEACHERS' CENTER

Wilson Elementary School
827 Franklin
Rapid City, South Dakota 57701

(605) 342-0651

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- Directors:** Rosanne Beck and Emily Zacher
- Hours:** Monday through Friday, 3-5:30.
- Program:** "A place where all teachers can come and share their time, their experience and their concerns." Recently established, the Center is open daily for drop-in use of materials, for make-and-take, and for teachers to meet and exchange ideas. At least two workshops per week are scheduled on topics such as puppetry, macrame, reading techniques, classroom management, learning disabilities, Cuisenaire rods, and metrics. The Center holds screenings of professional films.
- Resources:** Triwall tools, materials for make-and-take from school system warehouse.
- Staff:** Rosanne Beck and Emily Zacher, co-directors; daily volunteers open and coordinate the Center; district teachers lead workshops.
- Setting:** The Center occupies a classroom in an elementary school in central Rapid City. Rapid City is close to Mount Rushmore in the Black Hills of South Dakota, just east of the Wyoming border.
- Participation:** Teachers, mostly elementary, from public, parochial, and private schools, and from an Air Force base seven miles outside Rapid City, attend the Center. Administrators and principals also participate, all on volunteer time.
- Fees and Credit:** Participants pay only for materials. No credit.
- Affiliation:** Rapid City Public Schools.
- Support:** Department of Elementary and Secondary Education, South Dakota. Rapid City School District provides space and some materials.
- Decision Making:** A governing board of 10-12 elementary teachers meets monthly.
- Origin:** A group of Rapid City teachers and a principal planned the Center during 1975 with assistance from the South Dakota state staff development director, Patricia Zigarmi.
- Information:** Monthly calendar, flyers.

Mailing Address:
Waxahachie Independent School District
P.O. Box 977
Waxahachie, Texas 75165

**WAXAHACHIE ADVISORY CENTER
FOR TEACHERS AND THE MEDIA CENTER**

101 East Marvin
Waxahachie, Texas 75165

(214) 937-5707

Directors: Frankilou Jett (Advisory); Clifton Barr (Media)

Hours: Monday through Friday, 7:30-5.

Program: "[Our] activities are developed out of a vital need on the part of teachers to be able to control and change their classroom environments as their approach to children and teaching grows and changes."

The Advisory sponsors after-school workshops in art, music, recycling, triwall, science, math, language arts, and in the design and development of print and manipulative curricula, such as a three-dimensional math kit. Drop-in use of the Center for consultation, assistance, and conversation is encouraged. After-school assistance to outlying school systems is available on request.

The Advisory runs "children's days" when teachers bring children to the Center and work with an advisor on developing a new skill or teaching technique in a classroom situation.

The Media project involves teachers and students in classroom video-taping. Teachers can later replay the videotape and view classroom interactions in greater depth. The project also uses film animation, works with the local Public Broadcasting Service television station, and serves as the videotape library for Waxahachie schools, K-12.

Resources: Advisory: professional library; science, math, and art work areas; curriculum materials, kiln, rock polisher, plants, laminating machines, poster board, greenhouse.

Media: a video recording center including two videotape machines (one portable) and 16 portable video players.

Staff: Frankilou Jett (elementary advisor) and Clifton Barr (high school advisor) are both full-time; secretarial assistance. The Center is planning to increase its staff by seeking release time arrangements for ten district teachers to assist in the Center. Teachers currently volunteer to teach workshops.

Setting: The Center occupies the entire second floor, composed of six rooms and a hall, of a renovated elementary school near the center of Waxahachie, about 50 miles south of Dallas.

Participation: Waxahachie elementary school teachers, K-6, plus some high school teachers participate in the Center on volunteer time. Parents and para-professionals also use the Center.

Fees and Credit: Free to Waxahachie participants. Services given in outlying school districts are computed by arrangement. Master's credit offered through Texas Women's University.

Decision Making: Waxahachie Independent School District.

Origin: Grew out of Education Development Center (EDC) Follow Through advisors' work in 1971, in nearby Rosebud, Texas. When Superintendent Billy Bates moved from Rosebud to Waxahachie, he started the Center by bringing EDC advisors to Waxahachie for short consultations.

Information: Calendar, brochure.

MOUNTAIN TOWNS' TEACHER CENTER

Mailing Address:
P.O. Box 807
Wilmington, Vermont 05363

Deerfield Valley Elementary School
Wilmington, Vermont 05363

(802) 464-8366

Director: Anne Watt

Hours: Monday through Friday, 8:30-5:30. Open evenings and weekends when workshops are scheduled.

Program: The Mountain Towns' Teacher Center serves small public and private schools in rural towns within a 50-mile geographic radius. It serves as a model for teachers and others in rural areas who want to start teachers' centers.

After-school, evening, and weekend workshops are held at the Center in areas such as reading, math games, and crafts. The Center offers graduate courses needed for teachers to maintain professional standing. It sponsors a public-issues oriented lecture series on topics such as "Who Raises Our Children?"

The Center is used extensively on a drop-in basis for consultation and conversation. It also sponsors and provides a meeting place for organizations, such as an early childhood education group.

Staff make two visits per month to 15 schools, bringing materials, giving assistance on special projects, and talking with teachers. The new emphasis of the Center is to "give professional consultation to principals and staff within the school setting on problem areas, curriculum, and instruction."

Resources: Professional library including educational magazines, resource lending library including learning games, children's books, art prints, posters, scrounged materials (such as wood, plexiglass, cardboard, zippers), audiovisual equipment, xerox. The Center houses, supervises, and rents out a small collection of films in the series *Man: A Course of Study* (MACOS), which a group of the schools bought with pooled resources. The Center hopes to expand this collection.

Staff: Full-time director, assistant director, and secretary; half-time publicity person, and Goddard College work-study student.

Setting: The Center occupies a large classroom with a comfortable meeting area in the Deerfield Valley Elementary School in Wilmington. Wilmington is located in the mountains of southern Vermont, halfway between Brattleboro and Bennington (20 miles from each).

Participation: Use of the Center by elementary and high school public and private teachers is on volunteer time. Students, parent-teacher groups, administrators, and community members also use the Center.

Fees and Credit: Workshops offer no credit and cost \$2, plus occasional fees for materials. Fees for three-credit graduate courses vary according to the college or university through which the credit is granted—University of Vermont, Castleton State College (Vermont), North Adams State College (Massachusetts), Framingham State College (Massachusetts), Keene State College (New Hampshire).

Affiliation: Sponsored by 15 public and private schools in ten mountain towns in southern Vermont and northern Massachusetts.

Support: Title IV-C, ESEA. Income from course and workshop fees, use of xerox by community groups, sales of cookbook. Deerfield Valley Elementary School provides space, and several other schools have contributed money and/or equipment.

Decision Making: Governing board and several committees (courses and workshops, lecture series, and future funding committees) made up of teachers and community members.

Origin: Initiated by local educators through Title III. Casey Murrow, a classroom teacher, was instrumental in starting the Center, which opened in September 1974. (Casey and his wife Liza Murrow are co-authors of a survey of British open schools, *Children Come First: The Inspired Work of English Primary Schools*, New York: American Heritage Press, 1971.)

Information: Monthly newsletter/calendar; brochure.

THE TEACHING/LEARNING CENTER

Mailing Address:
3854 Northeast 87th
Seattle, Washington 98105

University Heights School
5031 University Way Northeast
Seattle, Washington 98105

(206) 525-5024 and 322-3755

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- Director:** Helen Strickland
- Hours:** Twice weekly, 3-10, as scheduled.
- Program:** The Center aims "to explore creative ways of teaching, and of surviving in the system." It offers scheduled workshops on topics ranging from myths and legends, creative writing, and triwall, to arts in the classroom, classroom management, making games from scrounge, and make-and-take. In addition to single sessions, the Center is planning several in-depth workshop series and follow-through activities. Discussion groups led by facilitators are held at the Center, which also arranges daytime programs for teachers on request.
- Resources:** Triwall equipment, industrial scrounge materials, craft and kitchen supplies.
- Staff:** Helen Strickland, director; Marybeth Minah, assistant director. Both are volunteer.
- Setting:** The Center occupies a classroom and small office, and has the use of a spacious hall, in an alternative elementary school near the University of Washington campus in Seattle's North End.
- Participation:** Teachers, mostly elementary, from public and private schools, parents, preservice students, day-care workers, aides, and administrators from the Seattle area all participate on volunteer time.
- Fees and Credit:** A membership subscription costs \$7.50/year; sustaining subscription, \$10-25/year; student membership, \$3/year. Workshop sessions cost \$3. No credit.
- Affiliation:** Independent, nonprofit organization.
- Support:** Income from workshop and membership fees. Seattle Public Schools provides space, and Seattle Intermediate School District provides mailing facilities.
- Decision Making:** A nine-member board of directors, composed of teachers and parents from the Seattle area, represents a cross-section of the community served. The Center also holds open planning sessions which the public may attend.

Origin: A needs assessment conducted by Helen Strickland in 1972 resulted in a conference and mini-workshops for teachers. Follow-up workshops were then held throughout Seattle, and planning for a teachers' center began. The Center occupied space at the Bush School in Seattle during 1974-75. In spring 1975, staff operated a Learning Resource Center at the Educational Arts Association conference in Seattle, and its success prompted the Seattle Public School District to offer space at its Curriculum Center. In fall 1976 the Center relocated in its present home.

Information: Calendar published every four to six weeks.

TEACHER PLACE

380 North Pine Street
Burlington, Wisconsin 53105

(414) 763-3946

Director: Judith Schulz

Hours: Tuesday through Thursday, 1:30-9; Friday, 3-6; Saturday, 9:30-3:30.

Program: Teacher Place is a new center which emphasizes involvement of high school teachers, parents, and community members. It encourages drop-in to make-and-take curriculum materials, and also schedules workshops on a wide range of topics, such as "literature goes visual," poetry through music, plants, optical illusions, and math games. Math workshops are led by members of the Wisconsin Math Teachers' Center at Whitewater. (The Whitewater Center maintains close contact with Teacher Place and holds certain of its own activities there.) Teacher Place has also conducted a "Fun Fest," a learning fair where adults and children teach and learn from each other.

Resources: Recycle center and materials; research and visual materials, games, and displays; xerox.

Staff: Judith Schulz, full-time volunteer director.

Setting: Three rooms above a corner bookstore overlooking a park in central Burlington (near Milwaukee). The rooms, totalling 900 square feet, are divided into work and subject areas, with a comfortable area for relaxing, talking, drinking coffee. The Center is easily accessible from a number of highways.

Participation: Primarily teachers, but also parents, community group leaders, preservice students, senior citizens, and students. All participate on volunteer time.

Fees and

Credit:

Some workshops are free; others cost \$2.50 for Teacher Place members, and \$4.50 for nonmembers. Membership costs \$20 per year, family membership \$25 per year. Through the University of Wisconsin, inservice, undergraduate, and graduate credit is provided for both giving and taking workshops.

Affiliation: Independent.

Support: Southern Lakes United Educators (National Education Association); Wisconsin Improvement Program; Total Furniture of Burlington; other local businesses; donations from all sections of the industrial and occupational community; income from membership and workshop fees, sale of recycle materials, and renting out facility.

**Decision
Making:**

A five-member citizen board of directors, composed of three teachers, one parent, and one citizen-at-large. An advisory board consisting of community leaders, university staff members, and assembly people meets four times a year to help direct the program.

Origin:

Judith Schulz, a former art teacher in Burlington, and a number of other teachers felt the need for a place where they could share skills and ideas. This group got together in the spring of 1975, and after a year of planning and preliminary work, Teacher Place opened in fall 1976.

Information:

Flyer listing workshops and programs.

THE TEACHERS' WORKSHOP

c/o Spring Harbor Elementary School
1110 Spring Harbor Drive
Madison, Wisconsin 53705

(608) 238-8216

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- Director:** Cathy Caro-Bruce
- Hours:** Monday, 2-6; Tuesday through Thursday, 3-6; Saturday, 9-12. Scheduled evening workshops.
- Program:** The Workshop offers a place for teachers to develop materials, share experience, meet the community, and relax in a nourishing atmosphere. Its program emphasizes developmental psychology, behavior modification, affective education, and the uses of recycled "junk" in creative curriculum development.
- After-school, evening, and Saturday workshops in experiential learning, and make-and-take are held. Sample workshop topics include batik, book-binding, laminating, corn husk dolls, shoe box science, computers in the classroom, weaving, and photograms. Through the cardboard carpentry program, numerous objects such as tables, easels, cubby and storage units, terrariums, tv boxes, and large room dividers with shelves have been built.
- The Center is open on a drop-in basis. In-school workshops and in-classroom advisory services are available on request.
- Resources:** Typewriters, duplicating machines, drymount presses, materials for games-making, woodworking, and cardboard carpentry, recycling center, greenhouse, darkroom, lounge area.
- Staff:** Cathy Caro-Bruce, director; Barbara Demske, assistant director.
- Setting:** Two classrooms in Spring Harbor Elementary School on the west side of Madison.
- Participation:** Public and private elementary teachers (K-5) in Madison participate on volunteer time. Some pre- and middle-school teachers also participate. Whole staffs can come during day on release time.
- Fees and Credit:** Workshops cost 75¢ per hour, plus cost of materials. Activities may earn professional advancement credit.
- Affiliation:** Madison Metropolitan School District inservice program (the Madison Exchange).
- Support:** Title IV, ESEA.

**Decision
Making:**

Advisory board made up of teachers representing school buildings, administrators, parents, business people, and the University of Wisconsin School of Education.

Origin:

Cathy Caro-Bruce, assisted by another teacher and people from the Madison Exchange (Madison schools inservice program), initiated the Center in 1976, adapting the programs of the Workshop for Learning Things, Watertown, Massachusetts, and the Resource Center of the Boston Children's Museum.

Information:

Monthly newsletter.

WISCONSIN MATH TEACHERS' CENTER

c/o Phillip A. Makurat
University of Wisconsin at Whitewater
3031 Winther Building
Whitewater, Wisconsin 53190

(414) 472-1135

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- Director:** Phillip A. Makurat
- Hours:** Wednesdays.
- Program:** In Wednesday meetings, teachers share ideas, relate math to other curriculum areas and "external happenings," build topic and idea files, evaluate and improve existing math programs, and enjoy each others' company. Center participants agree that teacher behavior and classroom activities are more important than printed materials, and stress that the teacher is best equipped to make math curriculum decisions. The Center describes itself as "a collection of teachers involved in an informal free exchange of experience, materials and ideas dedicated to improving classroom activities."
- The Center works with the Teacher Place in Burlington, Wisconsin, in a process of "local networking." The Center often uses Teacher Place facilities, and Math Teachers' Center participants run math workshops at Teacher Place.
- Resources:** Teacher Place provides a meeting-room, recycle materials, duplicating equipment, and storage space for the Center's extensive collection of math materials.
- Staff:** Volunteer director, Phillip Makurat.
- Setting:** Meets at the Bethel Lutheran Church in Muskego, a Milwaukee suburb, and at the Teacher Place in Burlington (about 25 miles southeast of Muskego); also meets in area schools.
- Participation:** The "collection of teachers," who run the Center numbers about 14 (mostly grades five through nine). They reach about 50 other teachers, who join them on a regular basis. In addition, Center handouts and teacher-designed games and ideas are used by a wider circle of teachers in the area who do not attend. All participation is on volunteer time.
- Fees and Credit:** Free. Graduate credit available through the University of Wisconsin, Whitewater.
- Affiliation:** Independent.
- Support:** National Science Foundation.

Decision Making: Participating teachers.

Origin: The Center began in spring 1971 as a result of teacher requests for summer workshops and inservice classes. Participants felt they needed a "continuous activity for teacher renewal."

Information: Occasional newsletter/calendar; math handouts (games, lesson ideas, etc.).

BUNTEP (Brandon University
Northern Teacher Education Project)
c/o Aberdeen School
450 Flora Avenue
Winnipeg, Manitoba R2W 2R8
Canada
(206) 586-8031

Director: Barry Hammond

Program: BUNTEP is an off-campus teacher education project, offering programs in 11 Centers throughout Manitoba province. Preservice students enrolled at Brandon may remain in their native region and pursue degree courses at the Centers, and inservice teachers in those regions may take workshops, courses, and classes. Workshops are mostly curriculum-oriented, as well as make-and-take and cardboard carpentry. Some Centers are open evenings for drop-in. The project is unique as a way of "taking education to folks long-distance." BUNTEP has three components:

Northern project: BUNTEP coordinates six northern Centers, mostly on Native American reservations north of the 53rd parallel, including a Center at Split Lake, north of the 55th parallel.

Impact project: The off-campus component of this project consists of four Centers in rural southwestern Manitoba, serving the Metis population. (Metis are part-Indian people not covered by treaties for Native Americans). The on-campus component of this project serves Native Americans from small villages included in treaties.

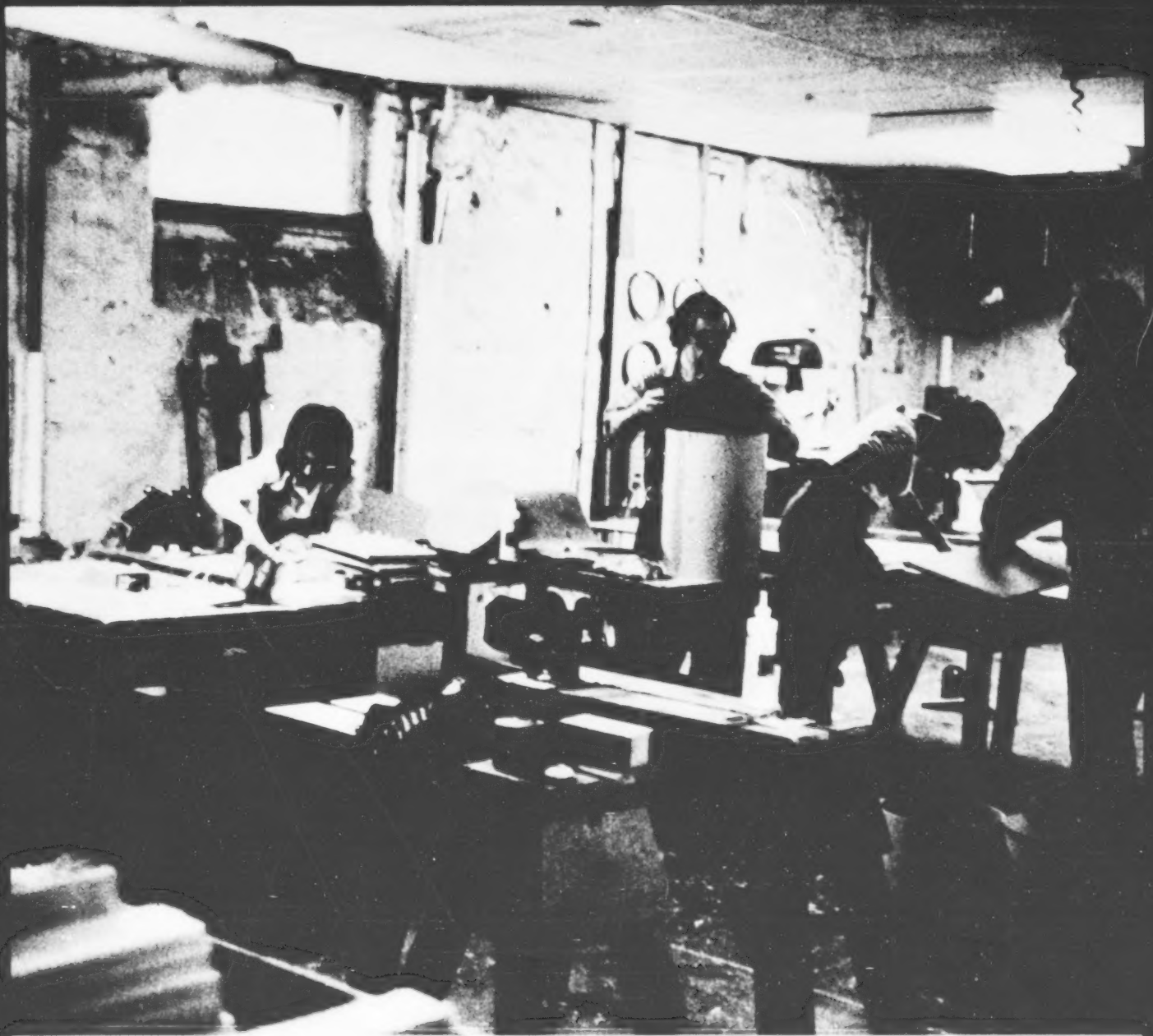
Winnipeg Center project: This original off-campus center, located in Winnipeg, provided a model for six resource centers, affiliated to the Winnipeg School Board, which serve teachers. Since the resource centers serve inservice teachers, BUNTEP's Center now mainly serves preservice students.

A new on-campus Center at Brandon is being established to provide workshops and drop-in facilities.

Resources: Each Center is equipped with a range of materials, including triwall cardboard and tools; thermofax, dittos; consumable materials such as blocks, beads, card; audiovisual equipment; curriculum materials and displays. Centers located in schools have access to all school equipment. Supplies are shipped annually to certain remote Centers, particularly in the North.

Staff: The director, Barry Hammond, has prime responsibility to coordinate the Northern project; Mary Mathias is in charge of development of Centers and sets up workshops and displays. Each Center is staffed by a Brandon faculty member who acts as an off-campus dean, counseling and supporting students, teaching one course, and maintaining the Center. Student volunteers assist in Centers.

- Setting:** Project offices are located in Winnipeg, which provides access to outlying regions. Most of the Centers are located in schools, but two of the six northern Centers have their own facility, provided by the federal government, and one of the southwestern Centers has its own building. Brandon University, which sponsors the project, is 130 miles west of Winnipeg, in southern Manitoba.
- Participation:** Preservice students are the major participants in the Centers. Inservice teachers, mostly elementary (the northern region has schools through eighth grade only) volunteer their time.
- Fees and Credit:** All materials are free. Noncredit classes are free. Credit courses carry Brandon University regular tuition fees, and lead to certification, or fulfill Canada's new certification requisites.
- Affiliation:** Brandon University.
- Support:** Brandon University, funded by the Department of Regional and Economic Expansion (DREE) with monies shared by the federal and provincial governments. The Winnipeg Center Project is supported by funds from the Manitoba provincial government. The Impact project is supported by funds from the Office of Indian Affairs (for treaty students) and the Manitoba provincial government (for non-treaty students).
- Decision Making:** Center coordinators (Brandon University faculty) in conjunction with preservice students, work on planning and program requests. Some Centers have active community committees composed of teachers, preservice students, community people, and native leaders.
- Origin:** Brandon University hired Barry Hammond in 1974 to start a center as a component of the Teacher Education department. Barry Hammond had spent four years in South America, traveling around in a Landrover truck giving workshops to teachers, and had helped to start the Teacher Curriculum Workshop Center (TCWC) in Chicago. He returned to his native Manitoba to continue his work, using the TCWC model for the Winnipeg Center.



LORA HAUS

Curriculum Publications

Curriculum Publications

The materials in this list of publications were produced by teachers' centers or teachers working closely with centers. Most materials included here were examined by the compilers, Gretchen Thomas and Marda Woodbury, who wrote an annotation for each entry. Many other materials exist than the Exchange has yet discovered, and we invite readers to tell us about them.

Although learning materials do not fall neatly into discrete curriculum areas, for simplicity we have assigned each title to one of the following categories: *newsletters and journals*; *mixed curriculum areas and integrated curriculum*; *designing and equipping the learning environment* (includes recycle activities, equipment lists, and cardboard carpentry); *evaluation and record keeping*; *the arts*; *language arts and bilingual education*; *mathematics, logical thinking, and problem solving*; *science*; and *social studies*. Many entries, however, are interdisciplinary, and their uses go beyond their primary designation here. We hope that teachers and other users of this book will scan not only their particular area(s) of interest, but the entire curriculum publications list, and thereby locate additional materials useful to them.

We have had to exclude many items because they are out of print or not produced in large enough quantities to be distributed beyond a local audience. We hope this example of teachers and centers who have produced their own materials will encourage others to engage in curriculum development, write up their work, reproduce it, and make it available for wider distribution.

NEWSLETTERS AND JOURNALS

Dropkin, Ruth, ed. *Notes From Workshop Center For Open Education*. New York: Workshop Center for Open Education. 48 pp. \$4.00/year (quarterly). Back issues \$0.75 each. Order from Workshop Center for Open Education, 6 Shepard Hall, 140th Street and Convent Avenue, New York, New York 10031.

Published since 1972, this periodical reports "on the changes that were begun under the direction of the City College Advisory Service to Open Corridors and that school people, many of whom use the Workshop Center, are making in New York City public schools" and is "a forum for discussion of ideas and developments in curriculum and classroom organization that Workshop Center staff and participants find useful to share with teachers and administrators in open classrooms."

Kallet, Tony, ed. *Outlook*. Boulder, Colo.: Mountain View Center for Environmental Education. 48 pp. \$6.00/year, \$10.00/2 years (quarterly). Back issues \$1.75 each (quantity discount). Order from Mountain View Center for Environmental Education, 1511 University Avenue, Boulder, Colorado 80309.

A national education journal published since 1970. *Outlook* presents overviews of issues, education articles by artists and scientists, detailed examinations of good teaching, and reviews of materials.

Kohl, Herb, and Orkin, Mike. "Gamesmag: A Newsletter For People Who Enjoy Games." Berkeley, Calif.: Center for Open Teaching and Learning. 14 pp. \$6.00/year (9 issues). Order from Center for Open Teaching and Learning, P.O. Box 9434, Berkeley, California 94709.

A newsletter with sections on mathematical games, strategies for using games in the classroom, non-western games, and ways to invent games; also book reviews and correspondence. For primary school teachers, parents, students, and friends. Ray Nitta, Claudia Zaslavsky, and Bernie de Koven are contributing editors.

"Learning Center Newsletter." St. Louis: The Learning Center, 8 pp. \$5.00/year. Order from the Learning Center, 4504 Westminster Place, St. Louis, Missouri 63108.

Published since 1974, this newsletter of learning activities, teaching ideas, and feature articles appears frequently September through May. Includes classroom activities, such as math board games or early childhood activities developed by teachers.

Lickona, Judith, ed. *The Mini-Book*. Cortland: Project Change, State University of New York, College at Cortland. 40 pp. Four issues/year. Single issues \$0.50. Order from Grassroots Teacher-Parent Resource Center, Cornish Hall C-21, State University of New York, Cortland, New York 13045.

Articles, often concentrating on one theme or topic, such as creative writing, measurement, or moral development, by teachers, parents, consultants, and staff of Project Change.

Mitzman, Barry, ed. "Math Learning Center Report." Salem, Ore.: Math Learning Center. 8 pp. Free (monthly). Order from Math Learning Center, 325 13th Street N.E., Salem, Oregon 97301.

Focuses on a different math article each month. Recent topics have been "School Math vs. Folk Math" by Eugene Maier and "Calculators in the Elementary School" by David Moursund.

Moorman, Chick, ed. "Alternative." Kalamazoo, Mich.: Regional Enrichment Center. 8-12 pp. \$4.50/year (8 issues). Order from Regional Enrichment Center, 1819 East Milham, Kalamazoo, Michigan 49002.

A newsletter, published since 1970, with ideas, observations, recipes, and book reviews.

Murphy, Barbara, ed. "In Touch." Amherst, Mass.: Integrated Day Program, School of Education, University of Massachusetts. 48 pp. \$3.50/year (quarterly). Order from Integrated Day Program, School of Education, University of Massachusetts, Amherst, Massachusetts 01002.

A forum for sharing information on the open classroom or the integrated day, published since 1970. Includes theories, practices, classroom activities, questions, surveys, and annotated bibliographies on classroom topics such as sex education, environmental education, metrics, or critical reading. Masha Rudman, co-director of the Integrated Day Program, is consulting editor.

Pederson, Clara A., ed. "Insights Into Open Education." Grand Forks: Center for Teaching and Learning. 12 pp. \$3.50/year (8 issues). Order from Center for Teaching and Learning, Corwin Hall, University of North Dakota, Grand Forks, North Dakota 58201.

A newsletter, published since 1967, usually organized around one topic, such as mainstreaming special education students, human relations, or children's writing.

MIXED CURRICULUM AREAS AND INTEGRATED CURRICULUM

Anderson, Joyce. *Language Arts and the Integrated Curriculum*. Minneapolis: Minneapolis Public Schools/University of Minnesota Teacher Center, 1976. 32 pp. \$1.00. Order from Minneapolis Public Schools/University of Minnesota Teacher Center, 155 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455.

A teacher guide including a chart for integrating math and language arts and a 20-page appendix of ideas and materials.

Burgess, Lowry. *Fragments and Looking and Listening*. Watertown, Mass.: Workshop for Learning Things, 1972. *Fragments*: 158 cards. \$8.00. *Looking and Listening*: 168 cards. \$8.00. Both for \$15.00. Order from

Workshop for Learning Things; 5 Bridge Street, Watertown, Massachusetts 02172.

Fragments: sequenced activity cards to teach people to observe their environment. *Looking and Listening*: activities suggesting ways to use seeing and hearing to explore thinking and feeling processes.

Bush, Gloria, and Room 10 Special Team. *The Adventures of the Flight of Apollo 35*. Philadelphia: Learning Centers Project, School District of Philadelphia, 1972. 39 pp. \$1.15. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

A diary and teacher's notes on the work of fifteen 7-to-10-year-olds, recorded by a teacher, Gloria Bush. The children move through "spaceship" dramatic play, to construction, wiring, flight planning, and finally designing, mapping, and research. An example of integrated curriculum growing out of a teacher's skill in guiding child-initiated activities into significant learning experiences.

Cook, Ann. *What's Cooking*. Los Angeles: Bowmar Publishing Co., 1976. Classroom kit plus Teacher's Guide. 64 pp. \$40. Order from Bowmar Publishing Co., 4563 Colorado Boulevard, Los Angeles, California 90039.

This classroom set, which can be used by four children at a time, is an adaptation of "Cooking in the Open Classroom," developed by the Community Resources Institute of New York City. The set includes 16 laminated, color-illustrated recipes (four cards for each recipe) with ingredient amounts calculated in conventional and in metric measurements. The recipes are calculated so that each child can make a complete recipe. The set also includes 18" x 22" color-illustrated posters on measurement, math, language skills in cooking, equipment for cooking, kitchens then and now, shopping in olden days and now. The teacher's guide describes how to set up a classroom cooking area, how to find out what kids are learning from cooking, math and science learning opportunities in each recipe (for instance, yeast and molds), and arts opportunities (for instance, bread sculpture).

Cook, Ann; Mack, Herb; Stein, Leslie; and Bruni, Jim. *Go Fly a Kite*. New York: Community Resources Institute, 1976. 64 pp. \$1.50. Order from Community Resources Institute, 240 West 98th Street, New York, New York 10025.

A booklet about kite projects kids have done, including information about types and sizes of kites, the physics of kite flying, and a bibliography of books about kites. An example of an integrated curriculum project, encompassing art, math, science, social studies, and language arts, which lasted for several weeks in one elementary classroom.

Cook, Ann; with Parker, Harriet; and Stein, Leslie. *Home Cooking for Kids: Ethnic Recipes from Home for School. (Cocina Casera para Ninos.)* New York: Community Resources Institute, 1974. 48 pp. \$2.00. Order from Community Resources Institute, 240 West 98th Street, New York, New York 10025.

An illustrated book of black and Puerto Rican recipes suitable for first grade and older children. In addition to the recipes there are transcripts of interviews with an elderly black woman and a Puerto Rican mother, "Let's Talk about Soul Food" and "Let's Talk about Puerto Rican Food."

Dimoff, Eleanor. *Explorations of Visual Phenomena.* New York: Workshop Center for Open Education, 1973. 16 pp. \$1.50. Order from Workshop Center for Open Education, 6 Shepard Hall, City College, 140th Street and Convent Avenue, New York, New York 10031.

An oversize book (12" x 18") which provides ideas and methods for exploring perspective, scale, binocular vision, and dimensions. Can lead to other explorations in art, mathematics, astronomy, architecture, study of vision or lenses, shadows, or perception.

Dropkin, Ruth, ed. *Teachers With Children: Curriculum In Open Classrooms.* New York: Workshop Center for Open Education, 1976. 68 pp. \$3.50. Order from Workshop Center for Open Education, 6 Shepard Hall, City College, 140th Street and Convent Avenue, New York, New York 10031.

Descriptions by 10 elementary teachers of their curriculum in reading, social studies, sex education, math, science, and history; also, two essays, "On Curriculum" by Lillian Weber and "Documenting the Process" by Catherine Molony.

Dropkin, Ruth, ed. *The Workshop Center Sampler.* New York: Workshop Center for Open Education, 1974. 86 pp. \$2.00. Order from Workshop Center for Open Education, 6 Shepard Hall, City College, 140th Street and Convent Avenue, New York, New York 10031.

Accounts from teachers and Workshop advisors of their work with children in the following areas: classroom organization (record-keeping, safety, scheduling, room arrangement, and open curriculum); activities with materials (weaving, photography, woodworking, cooking, drawing, kite making, printing, batik); language and curriculum (communication, language games, spelling, science activities, field trips, movement, music, and math); and resources (bibliographies for each activity, people and places to write or visit, sources of scrap materials, and a list of nonsexist books for grades K-3).

Jones, Ron, coordinator. Sixteen primers and other learning aids compiled from teachers' contributions to the Exchange. San Francisco: Zephyros Education Exchange. Order from Zephyros Education Exchange, 1201 Stanyan Street, San Francisco, California 94117.

Finding Community. A guide to community research and action. 217 pp. \$3.45.

Your City Has Been Kidnapped. Teaching strategies for using the city as a classroom. 64 pp. \$1.50.

Primer No. 6. A scrapbook on solving problems; descriptions of a visit to China, a childcare center, and a learning fair. 128 pp. \$3.50.

Primer No. 7. Ideas ranging from how to build igloos and space frames to information on imperialism, cooperative games, and a poetry kit. 24 pp. \$1.50.

Primer No. 8. Mime and imagery. 40 pp. \$2.50.

Primer No. 9. A mixture of lesson plans. 128 pp. \$1.50.

Time Machine. A history workbook. 224 pp. \$4.50.

The 30 Minute Sex Book. Explicit definitions and explanations of sexual terms and activities. 48 pp. \$3.00.

Primer No. 12. A collection of various games. 24 pp. \$2.00.

A Billboard. 25' by 9' about spaceship earth. \$32.00.

New Games. 104 pp. \$2.50.

Food. 64 pp. \$2.50.

The Best of Zephyros. Drawn from the archives of Zephyros Education Exchange and prior primers. 308 pp. \$10.00.

No Substitute for Madness. Short stories about life and learning with high school students and teachers. 64 pp. \$2.50.

The Acorn People. A description of working with and learning from handicapped children. 34 pp. \$2.50.

100 Board Games for Home and School. 48 pp. \$2.50.

Moorman, Chick, and ESEA Title III Advisory Team. *Dear Teacher.* Kalamazoo, Mich.: Inservice Education Department, Kalamazoo Valley Intermediate School District, 1972. \$1.00. Order from The Instructional Division, Kalamazoo Valley Intermediate School District, 1819 East Milham, Kalamazoo, Michigan 48170.

The product of a summer workshop in informal education, this is an illustrated "scrapbook" of teachers' reflections on their experience of changing the way they teach, and also provides teaching ideas and experience for other teachers. Topics include reading, math, science, discipline, pets in the classroom, team teaching, field trips, drama.

Philadelphia Teacher-Parent Center. "The Apple Book." Philadelphia: Learning Centers Project, School District of Philadelphia, late 1977. 8 pp. \$1.15. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

Theme booklet includes 30 ways to use apples in studying different areas of curriculum, such as science or history. A good booklet to use in the fall, and can be colored in.

Rasmussen, Lore. "From 'My Ball' to 'Sphere.'" Philadelphia: Learning Centers Project, School District of Philadelphia, 1972. 25 pp. \$1.15. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

The subtitle of this booklet is "Taking the Time to Think About and Explore with Children the Same Thing Over a Long Time and in Unexpected Ways." Through examining balls and other spherical natural objects children learn about many aspects of geometry, symmetry, sphere formation, motion, volume, geography, imagination, and wonder.

Sargent, Betsy. *The Integrated Day in an American School*. Boston: National Association of Independent Schools, 1972. 80 pp. \$2.50. Order from National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109.

A curriculum report on the work of Betsy Sargent's 5-, 6-, and 7-year-olds during one year at the Shady Hill School in Cambridge, Massachusetts. Includes a schedule, maps of room arrangements, and descriptions of room areas (library; writing, math, painting, clay, scrap, and blocks corners; water play and dramatic play areas). Materials, activities, and participating children are described, as are comments on extensions of learning and changes over time. Experiences which served to integrate the curriculum are also described: the circus, the undersea world, Liebe's eleven puppies, the print shop, knights and castles, and the outside yard. Books read to the class and trips are listed. Especially useful to teachers of mixed-grade classes.

The Teacher Center, Inc. *Using Foods*. Wallingford, Conn.: Laurel Publishing, 1974. \$6.25. Order from Laurel Publishing, 71 South Turnpike, Wallingford, Connecticut 06492.

Uses foods to study measuring, planting, dyeing, nutrition, cultural history, and other areas. The Teacher Center, Inc., at New Haven produced this book.

Wasserman, Natalie. *Doing a Newspaper in Elementary Schools*. Washington, D.C.: Advisory and Learning Exchange, 1976. 50 pp. \$4.00. Order from Advisory and Learning Exchange, 1101 15th Street, N. W., Washington, D.C. 20005.

Provides practical information for starting a newspaper at the elementary school level. Inexpensive method using the ditto process.

DESIGNING AND EQUIPPING THE LEARNING ENVIRONMENT

Barr, Clifton, and Stoffregen, Larry. *Make It from Cardboard*. Waxahachie, Tex.: Incite to Learn, Instructional Television and Graphic Communications for Waxahachie Independent School District. 50 pp. \$2.00. Order from Waxahachie Advisory Center for Teachers, P.O. Box 977, Waxahachie, Texas 75165.

Includes plans and instructions for designing the physical environment of the classroom, cardboard furniture development, and building learning centers, K-12. Encourages teacher innovations based on classroom need. Simple tools and supplies required, such as triwall cardboard, hand saber saw, glue, tape, wooden pegs.

Brown, Cynthia, and Nitta, Ray. *How to Make Your Own Educational Materials*. Berkeley, Calif.: Center for Open Learning and Teaching, 1977. 72 pp. \$4.00. Ten or more, \$3.50 each. Order from Center for Open Learning and Teaching, P.O. Box 9434, Berkeley, California 94709.

Tells in detail how to create a place, collect tools and supplies, and make educational books, puzzles, games, and musical instruments. A valuable resource for schools, workshop leaders, and teachers' centers.

Caesar, Sanderson. "Teacher Center Sampler." Philadelphia: Learning Centers Project, School District of Philadelphia, 1977. 7 pp. \$1.15. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

Triwall classroom furniture and small teaching aids that can be made at any center.

Calkin, Abigail B. *Pebbles, Mops, and Thimigs: Common Objects That Become Toys*. San Rafael, Calif.: Academic Therapy Publications, 1974. 63 pp. \$2.00. Order from The Community Learning Center, 1204 Oread Avenue, Lawrence, Kansas 66044.

This book is written for parents by a classroom teacher. It shows how 53 toys can be made from household objects, and suggests uses to develop language, motor development, mathematical concepts, role-playing, listening, and other skills. Useful also for teachers and parents of physically handicapped children.

Children's Museum Resource Center. "Idea Sheets." Boston: author. 3-4 pp. each. \$2.65 (package of 12). Order from Teacher Shop, The Children's Museum, Jamaicaaway, Boston, Massachusetts 02130.

Pamphlets on topics such as "A Balloon and Funnel Pump," "Building Blocks from Milk Cartons," "Exploration with Food Coloring," "Making Simple Books," "Organdy Screening," "A Pie-Plate Water Wheel," "Siphon Bottles," "A Spinning Top That Writes," "Stained Glass Cookies," "A Tin Can Pump."

Dalziel, Sue, and McCord, Sue. "Recycle for Learning." Cortland: Project Change, State University of New York, College at Cortland, 1973. 45 pp. \$0.50. Order from Grassroots Teacher-Parent Resource Center, Cornish Hall C-21, State University of New York, Cortland, New York 13045.

This dittoed booklet contains an annotated bibliography of sources and books telling how to use inexpensive materials; a section on where to scrounge and what you'll find; and notes on how to learn using lids and bottle caps.

D'Eugenio, Terry. "Building with Tires." Lakeville, Mass.: Advisory for Open Education, 1976. 36 pp. \$1.50. Order from Advisory for Open Education, Highland Road, Lakeville, Massachusetts 02346.

How to use discarded tires to build playground equipment such as swings, climbers, and tunnels. Includes illustrated directions, list of necessary tools, and safety considerations. Photos of a Brockton, Massachusetts, playground built with tires in four days.

Elementary Science Study (ESS). *A Materials Book for the Elementary Science Study*. Newton, Mass.: Education Development Center, 1972. 68 pp. \$3.75. Order from Education Development Center, Inc., 44 Chapel Street, Newton, Massachusetts 02160.

A discussion and examination of alternative ways to collect and maintain science materials; invaluable for users of ESS, and helpful to elementary science teachers.

Engel, Brenda S. *Arranging the Informal Classroom*. Newton, Mass.: Education Development Center, 1973. 88 pp. \$3.60. Order from Education Development Center, 44 Chapel Street, Newton, Massachusetts 02160.

A guide to classroom environment which considers use of walls, doors, and windows; furniture options; space and materials necessary for art, math, music, science, and dramatic play. Includes sample plans. Emphasis is on ingenuity, rather than on cash outlay. Brenda Engel was formerly an advisor at the Greater Boston Teachers Center.

Greater Cleveland Teacher Center. "Some Sources for Scrap Materials." Cleveland Heights: author, 1976. 5 pp. \$0.25. Order from Greater Cleveland Teacher Center, Noble School, 1293 Ardoon Road, Cleveland Heights, Ohio 44121.

A well-organized list suggesting types of materials that can be acquired from various sources (e.g., rug companies, contractors, garment factories). It tells how to use these materials to make learning equipment appropriate for activities such as balancing, woodworking, dramatic play, math, and art.

Hunter, Peggy. "How to Put It All Together: A Handbook on Organizing Space in the Informal Classroom." Minneapolis: Minneapolis Public Schools/University of Minnesota Teacher Center, n.d. 14 pp. \$0.50. Order from Minneapolis Public Schools/University of Minnesota Teacher Center, 155 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455.

Checklists, charts, and cutout furniture templates for trying out various room arrangements. Shows one sample floor plan and cautions about problem areas.

The Learning Exchange, Recycle Center, comp. *Recycle Recipes*. Kansas City, Mo.: The Learning Exchange. Updated periodically. Individually priced. Order from The Learning Exchange, 2720 Walnut, Kansas City, Missouri 64108.

A growing collection of idea and how-to-make-it sheets telling how to use recycled materials for projects, toys, and games related to elementary curriculum areas. Typical entries: "Egg Carton Math" \$0.30; "Jet Car" \$0.10; "Kalah" \$0.10.

Locke, Fred, and Felsten, Janet. *Disc Book*. Philadelphia: Learning Centers Project, School District of Philadelphia, 1974. 32 pp. \$2.90. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

How to use recycled 1/8" thick cardboard circles in many different classroom projects.

Mangum, John Atwood. *Children's Carpentry*. Philadelphia: Learning Centers Project, School District of Philadelphia, 1974. 76 pp. \$2.90. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

Describes children using tools and materials in a classroom carpentry center. Defines children's carpentry as: "children learning to use tools, learning about materials, making things meaningful to their worlds, making their daydreams and play real, learning to manipulate and control their environments, using their bodies in new ways, using their minds and hands together."

Pederson, Clara A., comp. *Movement and Playgrounds*. Grand Forks: Center for Teaching and Learning, University of North Dakota, 1976. 65 pp. \$2.20. Order from Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201.

An interesting and practical compilation of movement activities, lesson plans, philosophies, and bibliographies, as well as unusual ideas for how to arrange and design low-cost (under \$100) playground equipment. One book in the Informal Education series.

Rogers, Steve; Enman, Johnjon; and Gans, Edward. "When Kids and Cardboard Collide." Culver City, Calif.: Open Space, n.d. 38 pp. \$2.50. Order from Open Space Environmental Teacher Center, Room 203, Administration Building, Immaculate Heart College, 2021 Northwestern Avenue, Los Angeles, California 90027.

A how-to book for working with kids to build classroom furniture out of triwall cardboard. "This book is a primer, put together to help you master the basics of cardboard carpentry. With the basics mastered it is hoped that you will then go on to design your own projects based on your specific needs." Illustrated examples and directions for ingenious classroom storage, a water or sand table, domes, puppet theatre, and a windmill to generate electricity.

Sharkey, Tony; with Mitchell, Allie; and Evans, Bernice. "Building a Playground." Newton, Mass.: Education Development Center, 1970. 19 pp. \$1.50. Order from Advisory for Open Education, Highland Road, Lakeville, Massachusetts 02346.

A narrative outline of ways to build a playground, using words and pictures of a Houston, Texas, Head Start model playground as an example.

Sharkey, Tony, and others at Creative Teaching Workshop. "Building with Tubes." New York: Creative Teaching Workshop, 1969. 15 pp. \$1.50. Order from Advisory for Open Education, Highland Road, Lakeville, Massachusetts 02346.

Illustrated guide to using cardboard tubes to create stools, chairs, storage areas, shelves, tables, musical instruments, games, toys. Describes tools and suggests sources.

Simons, Robin. *Recyclopedia*. Boston: Houghton Mifflin Co., 1976. 118 pp. \$6.95 (\$3.95 paper).

Games, science equipment, and crafts from recycled and ordinary household items, developed by Robin Simons, a founder of the Resource Center at the Boston Children's Museum. Teachers can use this book to help children look more thoughtfully and responsibly at the environment.

Workshop for Learning Things, comp. *Cardboard Carpentry Workshop*. Watertown, Mass.: compiler, 1972. \$3.00. Order from Workshop for Learning Things, 5 Bridge Street, Watertown, Massachusetts 02172.

A whimsical, yet practical description with pictures of a triwall cardboard workshop, an easel, a climbing tower, a canoe, a twin-hulled sailboat, and other creations.

Workshop for Learning Things, comp. *Further Adventures of Cardboard Carpentry*. Watertown, Mass.: compiler, 1973. \$3.50. Order from Workshop for Learning Things, 5 Bridge Street, Watertown, Massachusetts 02172.

More than 300 drawings and photographs; plans, old and new; and helpful hints on using cardboard as a versatile construction material for making classroom furniture.

Workshop for Learning Things. *Our Catalog*. Watertown, Mass.: author, annual. 40 pp. \$0.50. Order from Workshop for Learning Things, 5 Bridge Street, Watertown, Massachusetts 02172.

Includes materials for teaching language (for example, papermaking, printing, bookmaking, photography), use of space, building with cardboard, tools and technology, mathematics, books and more. Many of the materials were developed collaboratively by teachers. Most materials are listed at lower prices than other educational supply houses.

EVALUATION AND RECORD KEEPING

Center for Teaching and Learning. *Staff Development Workbook for Classroom Teachers and Principals*. Grand Forks: Center for Teaching and

Learning, University of North Dakota, 1976. 41 pp. Order from Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201.

A well-designed workbook with space for teachers' comments, reflections, and suggestions on topics such as planning, sharing, trust, growth, and conflict. Includes provocative quotations; suggested activities; and extensive teacher/child interviews, and ways to use these interviews to help teachers and parents evaluate classrooms.

Engel, Brenda S. *A Handbook on Documentation*. Grand Forks: Center for Teaching and Learning, University of North Dakota, 1975. 140 pp. \$2.00. Order from Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201.

An overview, written by an advisor from the Greater Boston Teachers Center, of many kinds of documentation to evaluate educational programs. Thirty samples of records from a variety of educational institutions (explained and amplified as needed): 11 records on the child, 21 on the classroom, and 28 on the institution. Ms. Engel sees documentation as a practical means for encouraging awareness, recording the change process, and observing development at all levels.

Langstaff, Nancy. *Teaching in an Open Classroom: Informal Checks, Diagnoses, and Learning Strategies for Beginning Reading and Math*. Boston: National Association of Independent Schools, 1975. 71 pp. \$3.00. Order from National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109.

Careful description of beginning reading and math in an open classroom of 5-6-, and 7-year-olds. Includes five case studies. Documents how one teacher, who no longer uses conventional tests or grading, collects diagnostic information about each child and then uses it in making decisions about timing, pacing, and content of curriculum. Foreword by Edward Yeomans of the Greater Boston Teachers Center.

Olson, Ruth Anne. "What's Going On Here?: Internal Evaluation Techniques for Teachers." Minneapolis: Minneapolis Public Schools/University of Minnesota Teacher Center (MPS/UM), 1976. 34 pp. \$0.50. Order from Minneapolis Public Schools/University of Minnesota Teacher Center, Room 155, Peik Hall, University of Minnesota 55455.

This booklet, part of a multimedia project at Marcy Open School, suggests kinds of information useful to teachers in making decisions about classrooms, schedules, or their roles as teachers, and suggests ways of collecting and utilizing such information. Covers activity flow charts, activity grids, observations of space use, teacher observations, child interviews, parent questionnaires, staff meetings.

Pederson, Clara A., comp. *Evaluation and Record Keeping*. Grand Forks: Center for Teaching and Learning, University of North Dakota, 1977. 80 pp. \$2.20. Order from Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201.

Describes various ways of collecting information in the classroom, both for teachers' records and for children's. Describes how to use a class newspaper for shared record keeping, and how to record parent conferences. Written by classroom teachers and Center for Teaching and Learning staff, it is one publication in the Informal Education series.

Project Change, comp. "Plentiful Packet of Practical Procedures for Record Keeping." Cortland: Project Change, State University of New York, College at Cortland, 1973. Folder. \$1.75. Order from Grassroots Teacher-Parent Resource Center, Cornish Hall C-21, State University of New York, Cortland, New York 13045.

Practical suggestions for various types of classroom record-keeping, including a 35-page article by Susan Dalziel with activity records and charts, and an 11-page article by Ann Caren with sample forms to record individual children's progress.

THE ARTS

Anderson, Mary. "Looms and Warps." Cleveland Heights: Greater Cleveland Teacher Center, 1976. 12 pp. \$0.75. Order from Greater Cleveland Teacher Center, 1293 Ardoon Road, Cleveland Heights, Ohio 44121.

Directions, illustrations, and a glossary for simple weaving projects using graph paper, styrofoam trays, cardboard looms, comb and box looms, looms made from straws, dowels, old bicycle wheels, and paper plates.

Brooking, Dola, and Salkind, Leni. "The Extended Hand." Kansas City, Mo.: University of Kansas Museum of Art, 1974. 32 pp. Portfolio. \$2.00. Order from Community Learning Center, 1204 Oread Avenue, Lawrence, Kansas 66044.

A portfolio of writing/art/environmental ideas and activities for classroom use relating to examination of the outstretched hand. Sylvia Scobie, art director of the Community Learning Center, provided the initial idea for this art activity; the portfolio was developed by Dola Brooking (curator of museum education) and Leni Salkind (docent) both at the University of Kansas Museum of Art.

G.A.M.E., comp. *Signs, Symbols, Alphabets: A Cross Cultural Study*. Brooklyn: compiler, 1975. 44 pp. \$2.00. Order from G.A.M.E. (Growth Through Art and Museum Experience), 260 West 86th Street, New York, New York 10024.

Third and fourth-grade children and teachers at P.S. 75 wrote this booklet, which comes out of an integrated curriculum project. Children's work is divided into three parts: a history of writing; a cross cultural look at signs, symbols, and alphabets; and original alphabets. "Materials, ideas, exhibits and research were collaborated upon by the classroom and art cluster teachers, staff from the art resource center and a staff member of the Brooklyn Museum. Children viewed 'real' Egyptian hieroglyphics, Chinese calligraphy and Indian 'mudras'—hand sign language from the museum collection; transcribed traditional alphabets and invented their own game codes at G.A.M.E.; followed through in the classroom by researching and studying contemporary systems of communication such as flag and football symbols."

Glatt, Ruth. See *Spot Move . . . Move Spot Move: A Do It Yourself Primer in Beginning Animation*. Culver City, Calif.: Open Space Environmental Teacher Center, 1975. \$2.50. Order from Open Space Environmental Teacher Center, Room 203, Administration Building, Immaculate Heart College, 2021 Northwestern Avenue, Los Angeles, California 90027.

A consumable step-by-step animation workbook which can be easily used to introduce children, 2nd grade and older, to animation and animation toys (flip books, thumb books, revolving disks, revolving drums).

Korman, Bette, and Alberty, Beth, eds. *Art and the Integrated Day*. New York: G.A.M.E., 1975. 2 vols. 56 pp. each. \$1.50 each. Order from G.A.M.E. (Growth through Art and Museum Experience), 260 West 86th Street, New York, New York 10024.

Two issues of a magazine discussing the role of art in children's learning. Interprets "art" as a "creative process including such experiences as beginning and ending, searching, questioning, discovering, selecting, constructing, discarding, renewing. Art is thus rich in means for reflecting upon learning and growth. . . . Our method will be to assemble and juxtapose investigations, ideas, information and resources from different perspectives and fields."

Open Space Environmental Teacher Center. "So You Want to Try a Mural." Culver City, Calif.: Open Space, 1974. Folded sheet. \$1.00. Order from Open Space Environmental Teacher Center, Room 203, Administration Building, Immaculate Heart College, 2021 Northwestern Avenue, Los Angeles, California 90027.

A one-sheet, fold-out instruction manual for transforming student drawings or photographs to full-size murals in ten steps. Includes exercises in scale drawing and ways to get administration and community support. For second grade and older.

Orvell, Tammy. *Take a Handful of Letters*. Visuals by Kathleen Broderick. Newton, Mass.: Education Development Center, 1974. 69 pp. \$2.00. Order from Education Development Center, 44 Chapel Street, Newton, Massachusetts 02160.

Ideas for printing with commercially produced alphabets, and with letters made from erasers, inner tubes, and triwall.

Pederson, Clara A., comp. *Art*. Grand Forks: Center for Teaching and Learning, University of North Dakota, 1976. 32 pp. \$2.20. Order from Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201.

Six theoretical and practical articles by teachers, advisors, and students on art experiences in elementary classrooms. Part of the Informal Education series.

Pederson, Clara A., comp. *Creative Drama*. Grand Forks: Center for Teaching and Learning, University of North Dakota, 1976. 31 pp. \$2.75. Order from Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201.

Contains articles on pantomime, creative drama, and puppetry. Descriptions of North Dakota teachers and students involved in these arts over the past eight years. Includes an annotated bibliography. Part of the Informal Education series.

Purdy, Mollie. "Woodworking." Cleveland Heights: Greater Cleveland Teacher Center, 1976. 9 pp. \$0.75. Order from Greater Cleveland Teacher Center, 1293 Ardoon Road, Cleveland Heights, Ohio 44121.

Excellent suggestions for ways to organize space, tools, and recycled materials for woodworking and gluing in the classroom. Describes a woodworking program at the Children's Barn, in Acton, Massachusetts.

Roberts, Chiori. "Oranges." Berkeley, Calif.: Center for Open Learning and Teaching, 1976. 20 pp. \$0.75. Order from Center for Open Learning and Teaching, P.O. Box 9434, Berkeley, California 94709.

A 4" x 6" coloring book for children four to seven with simple drawings of a child—tasting, smelling, feeling, and juggling oranges. The center pages flip so that the orange appears to move across the page.

Stecher, Miriam B.; McElheny, Hugh; and Greenwood, Marion. *Joy and Learning Through Music and Movement Improvisations*. Vol. 4. Threshold Early Learning Library. New York: Macmillan, 1972. 110 pp. \$7.95.

Discussion of ways to teach singing, movement, listening, relaxation, playing instruments, and improvisation, interspersed with the author's assumptions about children's learning, how to introduce and structure lessons, descriptions of activities, and wonderful photographs by Marion Greenwood, a former staff member of the Creative Teaching Workshop in New York City.

Willman, Fred, comp. *Music 1*. Grand Forks: Center for Teaching and Learning, University of North Dakota, 1977. 190 pp. \$2.20. Order from Center for Learning and Teaching, University of North Dakota, Grand Forks, North Dakota 58201.

This book was compiled in response to requests from classroom teachers and music specialists for ideas and materials related to the "music learning center approach." Emphasis is on individualizing instruction and self-sustaining learning experiences for single-person, small-group, or large-group activities. In an introductory article, the compiler states, "The conditions under which children learn are far more important than the subject matter which is taught." Integrated learning is stressed. Sample contents include objectives, facilities and equipment (listening stations, cable reel tables and carrels, small percussion instruments), "ukulele strategy," idea packages, and music reading forms for use with an overhead projector. A book in the Informal Education series, edited by Clara A. Pederson.

Workshop for Learning Things, comp. "Bookmaking Instruction Kit." Watertown, Mass.: compiler, 1975. \$7.50 for three posters, tools, and paper. \$5.50 for posters only. Order from Workshop for Learning Things, 5 Bridge Street, Watertown, Massachusetts 02172.

Posters provide detailed instructions for making a sewn binding, a Japanese binding, and a "circle book." Kit includes simple tools and materials (clothespins, gluestick, needle, nail, tongue depressor, and an assortment of papers and yarn) for making five books.

Workshop for Learning Things, comp. *Camera Cookbook*. Watertown, Mass.: compiler, 1971. \$4.00. Order from Workshop for Learning Things 5 Bridge Street, Watertown, Massachusetts 02172.

A "recipe book" for teachers on the art of using cameras in the classroom. All the instructions, formulas for mixing chemicals, and helpful hints necessary for students to produce finished pictures using simple cameras.

Workshop for Learning Things, comp. *It's So Simple: Click and Print*. Watertown, Mass.: compiler, 1970. \$3.00. Order from Workshop for Learning Things, 5 Bridge Street, Watertown, Massachusetts 02172.

An illustrated guide to classroom photography written by sixth-grade students and workshop staff. "All the information you need for picture taking, film developing, and printing—as described by a class that did it all."

Workshop for Learning Things, comp. *Label Press*. Watertown, Mass.: compiler, 1969. \$1.00. Order from Workshop for Learning Things, 5 Bridge Street, Watertown, Massachusetts 02172.

How-to suggestions for printing with label presses (stamping machines which extrude a strip of colored plastic with raised letters). Written by sixth graders who invented many of the procedures they describe.

Workshop for Learning Things, comp. *Most of the Pictures Came Out Real Well*. Watertown, Mass.: compiler, 1970. \$.50. Order from Workshop for Learning Things, 5 Bridge Street, Watertown, Massachusetts 02172.

This book was written, photographed, and designed by California 5th- through 8th-grade students. A testimony to the power of photography to liven up a school program and spur language development.

LANGUAGE ARTS AND BILINGUAL EDUCATION

Allison, Penelope Rounds, comp. "Activities to Teach the Alphabet." Philadelphia: Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

Collection of ideas on ways to teach the alphabet, illustrated for coloring in. Can be cut up into mini-booklets.

Azernove, Harriet, and French, Sally, eds. *I Could Tell Something Good Was Coming*. Minneapolis: Southeast Alternatives, Minneapolis Public Schools, 1973. 70 pp. \$2.00. Order from Minneapolis Public Schools/University of Minnesota Teacher Center, 155 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455.

A handbook of children's art and writing published by Southeast Alternatives, the cluster of Minneapolis K-12 schools served by the teacher center.

Baxter, Edith, comp. "Children Write." Watertown, Mass.: Workshop for Learning Things, 1971. Folder. \$3.00. Order from Workshop for Learning Things, 5 Bridge Street, Watertown, Massachusetts 02172.

A folder of elementary students' writing, including letters to former President Nixon, "This Book is About Teachers," "An Hysterical Event," "Room 104's Wish Book," and others. Contents change from time to time. Includes an essay by Edith Baxter on the importance of children's writing.

Brown, Cynthia. *Literacy In 30 Hours: Paulo Freire's Process in North East Brazil*. London: Writers and Readers Publishing Cooperative, 1975. 47 pp. \$2.00. Order from Center for Open Learning and Teaching, P.O. Box 9434, Berkeley, California 94709.

Discusses Paulo Freire's approach to teaching reading to adults as a political process, and includes interviews with teachers who are adapting his approach to teaching children in American schools.

Bush, Gloria S., and The Writing Room, Durham Child Development Center. *From Fluorescent Sandpaper to Shiny Orange Poems*. Philadelphia: Learning Centers Project, School District of Philadelphia, 1974. 129 pp. \$3.45. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

Children's writing from The Writing Room at the Durham Child Development Center, with explanations and teaching suggestions provided by the teacher.

Bush, Gloria S., comp., and The Writing Room, Durham Child Development Center. *I Am a Poem*. Philadelphia: Learning Centers Project, School District of Philadelphia, 1976. 102 pp. \$2.30. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

Companion volume to *From Fluorescent Sandpaper to Shiny Orange Poems*. At least one poem from each child in The Writing Room.

Carrillo, Graciela. *El Frijol Magico*. Berkeley, Calif.: Center for Open Learning and Teaching. 19 pp. \$2.50. Order from Center for Open Learning and Teaching, P.O. Box 9434, Berkeley, California 94709.

An experimental primer (K-3rd grade) for Chicano children. Spanish and English are integrated in a way familiar to the bilingual community. It shows the relationship of contemporary Chicano culture to certain Aztec themes.

Community Resources Institute, comp. *Stories by Kids for Kids*. New York: compiler, 1973. 92 pp. \$2.00. Order from Community Resources Institute, 240 West 98th Street, New York, New York 10025.

Seven stories written and illustrated by children, with a "how-to" article, "Producing Books in Your Own Classroom," by Ann Cook and Herb Mack.

Community Resources Institute, comp. *Tell It Like It Is*. Brooklyn: compiler, 1974. 96 pp. \$2.00. Order from Community Resources Institute, 240 West 98th Street, New York, New York 10025.

A paperback book focusing on projects growing out of the use of slang (with an emphasis on New York City). Activities include grammar and writing, dictionary skills, and communications for junior high school students.

Cook, Ann, and Blance, Ellen. *Monster Books*. Los Angeles: Bowmar Publishing Co., 1971 and 1976. A series of 24 books for the beginning reader. First 12 (available also in Spanish): 32 pp., \$1.05 each; second 12: 40 pp., \$1.25 each. Order from Bowmar Publishing Co., 4563 Colorado Boulevard, Los Angeles, California 90030.

The *Monster Books* were developed at the Community Resources Institute in New York City in the late '60s as an attempt to create materials that would be fun for children to read. They were first published in England and then in the United States from their original mimeograph form. A 48-page teacher's guide (\$1.05) is included in the set. A set of film strips to accompany the first 12 books (\$60) provides color slide illustrations and a taped reading of each story.

Gonzales, Veronica Leal. *Un Nombre Chistoso*. Illustrated by Gloria Osuna. Berkeley, Calif.: Center for Open Learning and Teaching, 1974. 18 pp. \$2.50. Order from Center for Open Learning and Teaching, P.O. Box 9434, Berkeley, California 94709.

An experimental primer for Chicano children K-3. Tells the story of a young Chicano named Cuauhtemoc who discovers the proud history of his name. It tells about the coming of the white people and depicts a child with his grandmother in an extended family relationship.

Lew, Sally, and Enman, Johnjon, eds. "Being." Santa Monica, Calif.: Open Space, 1973. 12 pp. \$1.00. Order from Open Space Environmental Teacher Center, Room 203, Administration Building, Immaculate Heart College, 2021 Northwestern Avenue, Los Angeles, California 90027.

Collected writings of children at Braddock Elementary School in Los Angeles on "nature," "how I feel," and "what if no word fits?"

Meier, Deborah. *Reading Failure and the Tests*. New York: Workshop Center for Open Education, 1973. 38 pp. \$0.75. Order from Workshop Center for Open Education, 6 Shepard Hall, City College, 140th Street and Convent Avenue, New York, New York 10031.

A booklet for educators, parents, and others discussing different biases (such as dialect, class, speed, teacher strategy) reflected in standardized reading tests. It shows how reliance on the tests hampers and distorts the teaching of reading, and presents alternatives to standardized testing. Includes references and a bibliography.

Osuna, Gloria. *El Mandado: Un Cuento del Popol Vuh*. Berkeley, Calif.: Center for Open Learning and Teaching, 1975. Portfolio. \$2.50. Order from Center for Open Learning and Teaching, P.O. Box 9434, Berkeley, California 94709.

Fifteen illustrations of a sacred Mayan tale, the Popul Vuh, about children sent to help a grandmother, and the need for mutual support from children, grown-ups, and animals in the community. A "Teacher's Guide" in Spanish and English, written by Roberto Perez Diaz and Center staff, gives the traditional version of the story and suggests how to use the pictures in the classroom (K-3).

Pizarro, Jose Luis. *I Like the Way I Am Right Now*. New York: Workshop Center for Open Education, 1974. 40 pp. \$0.50. Order from Workshop Center for Open Education, 6 Shepard Hall, City College, 140th Street and Convent Avenue, New York, New York 10031.

A 5th-grade boy from Puerto Rico formerly labelled a "slow child," writes his own history in nine chapters, with comments on school, open education, teachers, friends, future, sex, and Room 507. This booklet documents his gradual rise in ability and self-esteem, and provides an introduction by his teacher, Norma Brooks.

Rudman, Masha. *Children's Literature: An Issues Approach*. Lexington, Mass.: D.C. Heath, 1976. 433 pp. \$11.95 (\$6.95 paper).

The chapters of this book are: "Siblings," "Divorce," "Death and Old Age," "War," "Sex," "The Black," "The Native American," "The Female," and "Using Children's Books in a Reading Program." Each chapter includes examples from particular books to show how the topic is handled in children's literature, activities for improving reading skills, activities to expand and personalize the discussion, an annotated list of sources relating the topic to children and to books, and an annotated bibliography of children's books pertaining to the topic. Masha Rudman is a professor at the University of Massachusetts who co-directs the Integrated Day Program.

Teachers and Writers Collaborative. *Whole Word Catalogues. Catalogue 1*. New York: author, 1974. 72 pp. \$4.00. Order from Teachers and Writers Collaborative, 186 West 4th Street, New York, New York 10014. *Catalogue 2*. New York: McGraw-Hill, 1977. \$6.95 paper.

Catalogue 1, edited by Rosellen Brown and others, is a practical collection of assignments for stimulating and motivating student writing, with many samples of student work at both elementary and secondary levels. Particularly appropriate for situations which require starters—with activities for personal writing, collective novels, fables, parodies and spoofs, diagram stories, and language games. Includes an annotated bibliography.

Catalogue 2, edited by Bill Zavatsky and Ron Padgett, offers writing gimmicks, as well as projects involving art, television, ecology, history, and essays on creativity in the classroom. Advice on how to write everything from haiku to horror stories; ways to publish student work; dramatic improvisations; techniques for songwriting and music making; and help for children with learning problems. Includes imaginative creations by children and annotated bibliography.

Tobier, Arthur, ed. *Teaching Bilingual Children*. New York: Workshop Center for Open Education, 1974. 54 pp. \$2.00. Order from Workshop Center for Open Education, 6 Shepard Hall, City College, 140th Street and Convent Avenue, New York, New York 10031.

Descriptions of a bilingual program by the principal, an advisor, teachers, and students at P.S. 75 in Manhattan. Discussion of philosophies and attitudes underlying such a program. Descriptions of related programs and reminiscences by bilingual teachers. Also available four pamphlets of P.S. 75 children's writing: "Habia Una Vez . . ." Compiled by Pilar N. de Lago. Order from P.S. 75, 735 West End Avenue, New York, New York 10025.

MATHEMATICS, LOGICAL THINKING, AND PROBLEM SOLVING

Burns, Marilyn. *The Book of Think: How to Solve Problems Twice Your Size*. Boston: Little, Brown and Co., 1976. 128 pp. \$3.95.

A book about thinking and problem solving for kids and their teachers, or anyone. Helps you know what to do when you're puzzled or perplexed. Marilyn Burns was a founder of the Teachers' Active Learning Center, now the Teacher Shelter, Oakland, California. A book in Little, Brown's "Brown Paper School" series.

Burns, Marilyn. *The I Hate Mathematics! Book*. Illustrated by Martha Hairston. Boston: Little, Brown and Co., 1975. 127 pp. \$3.95.

Uses observation and inquiry (on subjects such as sidewalks, shoelaces, and toilet paper cylinders) and mathematical tricks and riddles to introduce complex concepts to children over nine. One book in the "Brown Paper School" series by a group of California teachers, writers, and artists who prepare books "for kids and grownups to learn from together."

Charbonneau, Manon. *Learning to Think in a Math Lab*. Boston: National Association of Independent Schools, 1971. 90 pp. \$2.50. Order from National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109.

Excellent accounts of exciting mathematics work by 4th through 6th graders in areas such as measurement, scale, mapping, geometry, tiling, metrics, and number. Includes task cards for all activities. The author, a co-director of the Learning Center at Santa Fe, has written an account of her mathematics laboratory which raises questions and offers thought-provoking solutions for any learning situation.

Community Resources Institute, comp. "Teacher Made Games for Kids." Brooklyn: compiler, 1975. 30 pp. \$1.00. Order from Community Resources Institute, 240 West 98th Street, New York, New York 10025.

Sample game boards and typed directions for four games: "Architecture," "Make-A-Shape," "Build-A-Shape," and "The Calorie Game," with an introduction designed to help teachers and students construct games in different subject areas.

Dalziel, Susan. *The Thinking Book*. Cortland: Project Change, State University of New York, College at Cortland, 1973. 84 pp. \$4.50. Order from Grassroots Teacher-Parent Resource Center, Cornish Hall C-21, State University of New York, Cortland, New York 13045.

Thinking activities and games, with variations classified by Piaget concepts, using scrounge and recycle materials. Based on the work of participants in the Summer Institute on Open Education, 1973. Includes a bibliography of related sources. Sample activities are: attributes, matrix puzzles, sender-receiver games, seriation, probability, spatial transformation, senses, visual thinking, numerical progressions, classification, patterning, estimation, matching, sending and receiving, conservation.

Fehlen, Joan E. "Mathematics and the Integrated Curriculum." Minneapolis: Minneapolis Public Schools/University of Minnesota Teacher

Center, 1975. 15 pp. \$1.00. Order from Minneapolis Public Schools/ University of Minnesota Teacher Center, 155 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455.

Describes the mathematics curriculum at Marcy Open School. Contains information on materials linked to Piaget's levels of development; a statement of philosophy about drills and testing; examples of integrating curriculum; and a ten-item bibliography.

The Greater San Diego Mathematics Council, comp. *The Make It and Take It Book*, 2 vols. San Diego, Calif.: compiler, 1976. Volume for primary grades: 44 pp. \$1.75. Volume for intermediate grades: 54 pp. \$2.25. Order from Greater San Diego Mathematics Council, P. O. Box 81594, San Diego, California 92138.

A set of mimeographed math games for classroom use. Each sheet has pictures of the finished game materials on one side, and directions for making and playing the game on the other. Forty primary games teach matching and counting, addition and subtraction, place value, multiplication, geometry, strategy, and drill exercises. Fifty-four intermediate games cover place value, addition and subtraction, multiplication and division, fractions, metrics, Roman numerals, geometry, and strategy.

Grove, Julia Hirsch. "A Million Twos." Philadelphia: Learning Centers Project, School District of Philadelphia, 1972. 13 pp. \$1.15. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

Children in a school decide to "collect" a million twos, using adding machines, reaching an average of 25,000 a day, and saving all the tapes produced. Pamphlet describes related mathematics work growing out of the project.

Grove, Julia Hirsch, comp. "Teaching Numbers and Numerals." Philadelphia: Learning Centers Project, School District of Philadelphia, late 1977. 8 pp. \$1.15. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

Collection of ideas on ways to teach the alphabet, illustrated for coloring in. Can be cut up into mini-booklets.

Kluger, Barry. *Geometric Tiles for the Classroom*. Boulder, Colo.: Mountain View Center for Environmental Education, 1974. 13 pp. \$1.00. Order from Mountain View Center for Environmental Education, 1511 University Avenue, Boulder, Colorado 80302.

Many unusual ideas for making and using geometric tiles in teaching geometry, tessellations, area, and related subjects.

Nitta, Ray. "Your Move!" Berkeley, Calif.: Center for Open Learning and Teaching, 1975. 12 pp. \$1.50. Order from Center for Open Learning and Teaching, Box 9434, Berkeley, California 94704.

Directions for making and playing some non-western games in the elementary classroom. Handcrafted, multiethnic board and table games which can be constructed inexpensively from scraps with an electric hand drill and a counter sink.

O'Brien, Thomas C., and other participants in the Southern Illinois University Teachers' Center Project. *Problem Solving Booklets for Children*. Edwardsville, Ill.: Teachers' Center Project, 1973-75. 30-60 pp. \$0.50 each. Order from Teachers' Center Project, Box 122, Southern Illinois University, Edwardsville, Illinois 62026.

Mathematics booklets without answers, puzzles (for upper elementary and older). Titles include: "Kids and Calculators Problems"; "Mathematical Codes"; "Tangram Blockbusters"; "Patterns and Problems"; "A Book of Geo Problems, Geo Puzzles, and Geo Projects"; "Container Problems"; "Problems, Problems, Problems"; "Searching"; "Problems, Questions, Investigations"; "Attribute Block Problems"; "Go Get the Data."

Pederson, Clara A., comp. *Mathematics*. Grand Forks: Center for Teaching and Learning, University of North Dakota, 1977. 50 pp. \$2.20. Order from Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201.

Ideas for teaching mathematics including diagnostic techniques, graphing activities, how to use concrete materials to develop computational skills, and description of math workshops led by Roberta Hays. Part of the Informal Education series.

Rasmussen, Lore. "Creating a Mathematics Laboratory Environment in the Elementary School: Part I: The Classroom Without Special Equipment." Philadelphia: Learning Centers Project, School District of Philadelphia, late 1977. 22 pp. \$1.75. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

Describes mathematics laboratory activities, especially graphing projects, noting that they do not require special equipment but a particular point of view toward raising problems, asking questions, and developing problem solving techniques.

Rasmussen, Lore. "Pondering, Puzzling, Playing: An Approach to Mathematics for the Young Child." Philadelphia: Learning Centers Project, School District of Philadelphia, late 1977. 19 pp. \$1.75. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

Informal home and school experiences for 5-to-10-year olds, which strengthen their ability to observe and analyze the world around them. Experiences with number, measurement, shape; comparison and contrasts; questioning whether an answer works or a better one can be found.

Rasmussen, Peter. *Key to Algebra*. Berkeley, Calif.: Key Curriculum Project, 1971-72. Teacher's set of 4 booklets, answer book, and notes. \$2.65. Order from Key Curriculum Project, P.O. Box 2304, Berkeley, California 94702.

A teacher-produced series of text-booklets, also available in Spanish version, *Clave Para El Algebra*. Easy reading level, clear and simple presentation of concepts, with handwritten examples and exercises that can be used for individualized instruction by students of all ability levels. Peter Rasmussen was formerly a staff member at the Learning Centers Project, Durham School, Philadelphia.

Rasmussen, Peter. *MATHTILES Classroom Laboratory Set*. Berkeley, Calif.: Key Curriculum Project, 1977. *MATHTILES Manual* alone, \$9.95. Complete set includes 180 arithmetic and algebra tiles, sorting trays, display board, manual, 180 student lab sheets, and lab sheet answer book. \$79.50. Order from Key Curriculum Project, P.O. Box 2304, Berkeley, California 94702.

The *MATHTILES Manual* is a teacher's guide containing over 700 diagrams to direct the reader through visual and tactile experiences in arithmetic and algebra. May be purchased separately and used with mathtiles created by the classroom teacher and students.

The entire set "provides a concrete model that students of all ages can use to physically experience the operations of arithmetic and algebra." By manipulating tiles on the display board, "students can physically enact the operations of addition, subtraction, multiplication, and division of whole numbers, integers and polynomials."

Stonerod, Dave. *Friendly Games To Make and Learn*. Hayward, Calif.: Activity Resources Company, 1976. 64 pp. \$3.95. Order from Activity Resources Company, Inc., P.O. Box 4875, Hayward, California 94540.

This book, by Dave Stonerod of the Teacher Center (Richmond, California, Unified School District), is a collection of mathematical games and puzzles.

Many well-known games from varied cultures have been modified for classroom use. Included are 20 gameboard pattern masters which can be reproduced, with game rules and lists of required materials for each.

SCIENCE

Anderson, Mary. "Mid-Winter Cooking Delights." Cleveland Heights: Greater Cleveland Teacher Center, 1976. 19 pp. \$0.75. Order from Greater Cleveland Teacher Center, 1293 Ardoon Road, Cleveland Heights, Ohio 44121.

Interesting recipes and food experiences related to science, all easily set up and accomplished in the classroom. From a winter workshop at the Greater Cleveland Teacher Center.

Colton, R.W., with Richtmyer, J. *Science Equipment in the Elementary School*. Rev. ed. Boulder, Colo.: Mountain View Center for Environmental Education, 1975. 51 pp. \$3.00. Order from Mountain View Center for Environmental Education, 1511 University Avenue, Boulder, Colorado 80309.

An illustrated guide to inexpensive materials for pre- and elementary school science, arranged by topic, with comments and approximate prices. Covers these areas: balance, electricity and magnetism, force and motion, heat, light and color, liquids, living things in the classroom, mathematics equipment, measurement, outdoor activities, sorting and sieving, sound, tools, miscellaneous apparatus, and materials and safety.

DeWolf, Daniel. "Hatching Amphibian Eggs." Watertown, Mass.: Workshop for Learning Things, 1973. \$0.50. Order from Workshop for Learning Things, 5 Bridge Street, Watertown, Massachusetts 02172.

Covers the life cycles of some common New England amphibians, with suggestions for raising larvae, and bibliographies for students and teachers.

Dropkin, Ruth, ed. *Science in the Open Classroom*. New York: Workshop Center for Open Education, 1973. 49 pp. \$2.00. Order from Workshop Center for Open Education, 6 Shepard Hall, 140th Street and Convent Avenue, New York, New York 10031.

Includes theoretical articles on elementary science by Lillian Weber, Nathan Isaacs, Eleanor Duckworth and others, as well as examples of actual classroom

science projects with commentary by teachers and Workshop Center staff. Also, a resource list of programs, books, magazines.

Grove, Julia Hirsch; Caesar, Betsy; Caesar, Sanderson; and Locke, Fred. "The World at Your Window Sill." Philadelphia: Learning Centers Project, School District of Philadelphia, late 1977. 8 pp. \$1.15. Order from Learning Centers Project, Durham School, 16th and Lombard Streets, Philadelphia, Pennsylvania 19146.

Largely a collection of science activities that can be done at the window sill. Excellent for classrooms with limited space.

Hubert, Robert. *The Effect of Pollution on Water Ecology*. Shawnee Mission, Kans.: Project CLEAN (Cooperative Learning Through Environmental Activities in Nature), 1973. 43 pp. \$1.50. Order from The Community Learning Center, 1204 Oread Avenue, Lawrence, Kansas 66044.

Written by the director of the Community Learning Center in Lawrence, Kansas, this is one of 125 environmental activities "modules" available from Project CLEAN. Three weeks of daily lessons, dealing with natural and polluted water ecology, for junior high life science courses. Students build and observe a closed system terrarium, a closed system aquarium, and a small-scale activated sludge treatment plant. Some prior knowledge of biology and chemistry necessary.

Paull, Dorothy and John. *Yesterday I Found. . .* Boulder, Colo.: Mountain View Center for Environmental Education, 1972. 70 pp. \$3.00. Order from Mountain View Center for Environmental Education, 1511 University Avenue, Boulder, Colorado 80302.

A British teacher's account of two years' work with a class of nine-through-eleven-year-olds in Leicestershire emphasizing the investigation of natural materials—rocks, shells, animals, bones—both in the classroom and on field trips. Thoughtful descriptions of what Dorothy Paull did, how the children reacted, and what they learned interspersed with comments about the quality of children's learning and reasons for the effectiveness of her methods.

Pederson, Clara A., comp. *Science*. Grand Forks: Center for Teaching and Learning, University of North Dakota, 1977. 80 pp. \$2.20. Order from Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201.

Descriptions, written by classroom teachers, of science activities for elementary students. Includes nutrition, rocks, and plants. Part of the Informal Education series.

Schatz, Albert. *Teaching Science with Soil*. Introduction by Jean Oak Kriebs. Emmaus, Pa.: Rodale Press, 1972. 132 pp. \$6.95. Order from The Advisory Center for the Improvement of Education, Coulter and Morris Streets, Philadelphia, Pennsylvania 19144.

An integrated science book, combining physical and life sciences, written by a teacher at the Advisory Center. Provides flexible experiments, activities, and simple, readily available materials (costing approximately \$10/year for a class of 30). Incorporates concepts and teachings in science, mathematics, and social studies. Intended for the junior high level, but can be easily adapted for older or younger students, or for local conditions.

Woods, Lucy. "Gerbils." Watertown, Mass.: Workshop for Learning Things, 1970. \$1.00. Order from Workshop for Learning Things, 5 Bridge Street, Watertown, Massachusetts 02172.

A nine-year-old boy's observations on raising gerbils, which can serve as a manual for gerbil keepers.

SOCIAL STUDIES

Anderson, Mary Haffey. "Exploring Early American Crafts for the Bicentennial." Cleveland Heights: Greater Cleveland Teacher Center, 1976. 7 pp. \$0.75. Order from Greater Cleveland Teacher Center, 1293 Aragon Road, Cleveland Heights, Ohio 44121.

Suggestions for involving preschool children in exploring some crafts and home activities of the 18th century—cooking, candlemaking, doll and toy making, and textiles. Ideas and suggestions came out of Bicentennial workshops held at the Greater Cleveland Teacher Center.

Aran, Kenneth, and others. *The History of Black Americans: A Study Guide and Curriculum Outline*. Coordinated by Eugenia Kemble. New York: United Federation of Teachers, 1972. 120 pp. \$5.00. Order from United Federation of Teachers, Box HBA, 260 Park Avenue South, New York, New York 10010.

Resource units prepared by New York City teachers. The units can be taught independently, integrated into American history or American studies courses, or taught as an elective at the secondary or community college level. Each unit includes introduction, aims, content (in outline form), approaches and activities, with an annotated resource guide for each unit.

Aran, Kenneth, and others. *Puerto Rican History and Culture: A Study Guide and Curriculum Outline*. Coordinated by Eugenia Kemble. New York: United Federation of Teachers, 1973. 151 pp. \$5.00. Order from United Federation of Teachers, Box PRCH, 260 Park Avenue South, New York, New York 10010.

Nine units developed by a committee of teachers in New York City schools, intended largely for junior and senior high students, but with some materials and activities for younger students. Units can be taught independently, used for a complete elective course, combined into minicourses, or integrated into American history courses, especially those dealing with urban affairs, migration, minorities, foreign policy, or economics. Units cover topics such as identity or immigration and include an introduction, aims, content (usually in outline form), and many suggested approaches and activities, some based on the resources of New York City. The bibliography includes books, magazine articles, films, filmstrips, and related organizations.

Becker, Evelyn; Goldenberg, Harvey; and Sanders, Beverly. *Topics in Jewish-American Heritage: A Study Guide and Curriculum Outline*. Coordinated by Eugenia Kemble. New York: United Federation of Teachers, 1975. 131 pp. \$5.00. Order from United Federation of Teachers, Box TJAH, 260 Park Avenue South, New York, New York 10010.

"The units introduced in this study guide represent the efforts of a committee of secondary school teachers to balance conventional social studies curricula with a treatment of the American Jew. The units, which deal with the topics Jewish Migration to America; The Development of the Jewish Community in New York City; and The Role of Jews in the American Labor Movement, are designed for secondary school teachers to use as a supplement to the regular social studies curriculum." Each unit includes a bibliography and activities.

Community Resources Institute, comp. "Vietnam Orphans." Brooklyn: compiler, 1975. 18 pp. \$0.50. Order from Community Resources Institute, 240 West 98th Street, New York, New York 10025.

Reprints of newspaper articles, political cartoons, and other sources reporting on Vietnam orphans. Useful for high school social studies or journalism classes.

Cook, Ann; Gittel, Marilyn; and Mack, Herb. *What Was It Like When Your Grandparents Were Your Age?* New York: Pantheon Books, 1976. 96 pp. Order from Books for Young Readers, 201 East 50th Street, New York, New York 10022.

Photographs, advertisements, menus, catalogues, and newspapers with commentary and questions, providing a visual record of the 1920s and '30s. Inspiration for students to explore their own family history. Cook and Mack were

directors of the Community Resources Institute, a teachers' center (now closed) located first in Manhattan, later in Brooklyn.

Cook, Ann, and Mack, Herb; with Parker, Harriet. "Social Studies Curriculum Packs." New York: Community Resources Institute, 1975-77. Approximately 18 pp. each. \$0.75. Order from Community Resources Institute, 280 West 98th Street, New York, New York 10025.

Looseleaf collections of selected articles, excerpts, and photos on contemporary topics in social studies and humanities, for junior high and senior levels. Among available packs are "An Episode in American History: The Vietnamese Orphans", "Statistics", "A Case Study in Rules: Hair." In press: "Strategies for Test Taking."

Fordham/District 3 Learning Center. *A "How-To" Book of Americana: Interdisciplinary Activities for the Classroom*. New York: author, 1976. Looseleaf. \$2.00. Order from Learning Center, Fordham University at Lincoln Center, Room 1024, 113 West 60th Street, New York, New York 10023.

Suggests topics and activities organized around colonial history in the U.S. Includes science, dance, social studies, language arts, cooking, media, arts and crafts, and trips in the New York area.

Fordham/District 3 Learning Center. "Manhattan in Miniature Units: An Interdisciplinary Approach to Social Studies." New York: author, 1975-76. 12-15 pp. each. \$2.00/unit. Order from Learning Center, Fordham University at Lincoln Center, Room 1024, 113 West 60th Street, New York, New York 10023.

Four flexible units: "Neighborhood," "Architecture," "Transportation," and "History," providing 8-10 week activities which can be modified for 3rd-8th grade levels. These units were developed for use in the Center's "resource room" with a schoolroom size floor map of Manhattan, but many of the activities can be done without the map. Each unit contains curriculum concepts, pre-resource room activities, resource room activities, classroom activities, ongoing enrichment activities, and a bibliography. Although the units were developed for teachers and students in Manhattan, teachers could modify them for use in other communities.

Golden, Carol. *Organized Labor: Source Materials for the Study of Labor in America*. New York: United Federation of Teachers Local #2, AFT-AFLCIO, 1976. 194 pp. and 5 posters. \$5.00. Order from United Federation of Teachers, Box OL, 260 Park Avenue South, New York, New York 10010.

Materials dealing with the growth, structure, politics, and technical changes of organized labor, for use in high school or community college social science classes. Includes lesson plans, questions, topics for individual study, original source materials, and bibliographies. The United Federation of Teachers sponsors the David M. Wittes Educational Lounge, a teacher center in New York City.

Graves, Ginny. "Yesterday's Toys Today. Kansas City, Mo.: The Learning Exchange, 1976. 24 pp. \$2.00. Order from The Learning Exchange, 2720 Walnut, Kansas City, Missouri 64108.

Ideas and how-to's for making early American toys, with connections to elementary curriculum.

Greater Cleveland Teacher Center. "Bicentennial Bonanza Recipes." Cleveland Heights: author, 1976. \$1.00. Order from Greater Cleveland Teacher Center, 1293 Ardoon Road, Cleveland Heights, Ohio 44121.

Classroom cooking ideas, recipes, and food experiments which concentrate on staples of the pioneer diet, such as apples, corn, pumpkins, cranberries, wheat, and nuts.

The Learning Exchange. *Kid City Construction*. Kansas City, Mo.: author, 1974. 35 pp. \$3.50. Order from The Learning Exchange, 2720 Walnut, Kansas City, Missouri 64108.

"A teacher's guide designed to broaden a child's perception of the world and to help the child discover community resources. Helps teacher lead class, through exploration of their community, to actual construction of a model city." Includes ideas on using the city as a learning environment and ways to build a "kid city" in your own classroom.

Minturn, Mary, and Cole, Judy. *A Pioneer Workshop*. Kansas City, Mo.: The Learning Exchange, 1975. 112 pp. \$4.95. Order from The Learning Exchange, 2720 Walnut, Kansas City, Missouri 64108.

An idea and how-to-do-it book which uses pioneer crafts, toys, games, cooking, and holiday activities to explore early America in the classroom.

Pederson, Clara A., comp. *Social Studies*. Grand Forks: Center for Teaching and Learning, University of North Dakota, 1976. 52 pp. \$2.20. Order from Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201.

Brief papers on various aspects of teaching social studies, prepared by teachers, staff, and consultants of the Center for Teaching and Learning. Compiled over the past eight years, and part of the Informal Education series.

Smith, Paul J.J. "An Occasion in Traditional Life." Illustrated by Isaac Othene. Berkeley, Calif.: Center for Open Learning and Teaching, 1975. 11 pp. \$1.50 (quantity discount available). Order from Center for Open Learning and Teaching, P.O. Box 3434, Berkeley, California 94709.

An account of a child's healing by traditional medicine that provides insights into village life and cultural conflicts in southwestern Africa. The author is a primary teacher now exiled from Namibia, southwest Africa. For third grade through junior high.

Torop, Judith, comp. *The Adventures of the Hand-Made Bank*. New York: Creative Teaching Workshop (CTW), 1974. \$2.50. Order from Creative Teaching Workshop, 115 Spring Street, New York, New York 10012.

This book uses the words and pictures of Judith Torop and her third grade class (3-206), P.S. 152, Brooklyn, New York. They describe a banking project which originated with two students and grew to involve experiences in dramatic play, construction, reading, writing, mathematics, and economics. CTW staff serve as advisors in the school, and assisted in the banking project and the development of the book.